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ABSTRACT

This document contains 11 case studies of Canadian adult education and extension projects. Titles are: (1) Buchans Community Transmitter: A Threatened Community Considers Its Future (Curran); (2) Canadian Congress for Learning Opportunities for Women (Gaskin); (3) Healthline: Center for Corporate Health Promotion (Pratt); (4) Distance Education at the University of Victoria (Haughey); (5) Case Study of Bathurst Heights Adult Learning Centre (Elysee-Collen); (6) East End Literacy (Gaber-Katz); (7) A Learner-Centered Social Services Model of Adult Basic Education (Rundle); (8) Residential Adult Education in Canada: Quetico Conference and Training Centre (Abel); (9) McMaster University Medical School Program (McTaggart); (10) Continuing Medical Education for Family Physicians (Jennett); and (11) Literacy and Development (Draper). Each study begins with a "face sheet" on which is recorded basic information about the entity studied and the case study itself. The studies typically describe the setting of the institution, event, or other item under study; its process, including participants, planning, and evaluation; the outcomes, including goals, influences, and benefits; input into the process, including staff, finances, and facilities; and a summary. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311162

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: CANADA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2O/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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   Nation CANADA.

2. Check whether this case is based on

   (✓) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   BUCHANS COMMUNITY TRANSMITTER PROJECT.

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN ROLE

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   UNIVERSITY OUTREACH

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. 1600 population (number of people living in area)

   C. rural urban/rural (density of population)

THE BUCHANS COMMUNITY TRANSMITTER PROJECT: A THREATENED COMMUNITY CONSIDERS ITS FUTURE

Prepared by: David Curran
Assistant Director
Division of Extension Service
School of Continuing Studies and Extension
Memorial University of Newfoundland
January 14, 1987

5A/2

THE BUCHANS COMMUNITY TRANSMITTER PROJECT:
A THREATENED COMMUNITY CONSIDERS ITS FUTURE

Setting

The Town of Buchans is a one-industry mining town of approximately 1,600 people situated in the geographical centre of the island of Newfoundland. Like most mining towns it has always faced the possibility of extinction but as it grew from a frontier mining camp in the 1930s to an established community, its economic and social vitality belied the real fragility of its existence. In 1984 the company closed the mine. No other industrial alternatives existed. As unemployed soared to over 90% the citizens of Buchans faced some difficult choices - stay and face the possibility of welfare and eventual relocation as the community died, or move now, probably to the Canadian mainland, in search of jobs.

The Extension Division of the School of Continuing Studies and Extension of Memorial University of Newfoundland is a pioneer in the application of media for community development and social animation. Beginning with the "Fogo Process" of film and social animation in the late 1960s and continuing with video projects such as the community learning centres in the 1970s and community television in the 1980s, the emphasis has always been on the application of communications technology for community learning. With a community development philosophy that combines learning and action the emphasis is on developing new and innovative tools for non-formal learning situations.

The Event

The event was a three-day intensive 'narrow cast' during May, 1985 using a mobile, low powered television transmitter set up in the community and viewed on the home television sets in each of the 350 households in

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the community. The program, developed over months of meetings and discussions between Extension workers and community leaders, combined local social and cultural subject material and light music and dance with prime time viewing and debate of issues crucial to the future of the community.

Outcomes

Goals

The program had several objectives. The first was to assist a community demoralized by the close down of its only industry take stock of the options for the town's future. A second objective was to develop confidence and energy in community residents to become involved in seeking solutions for themselves. Within this context it was imperative that the process involve as honest an assessment of future scenarios as local leaders were capable of determining. The Extension workers were only too aware of the potential pitfalls of this kind of intensive community self-assessment - on the one hand people could become so demoralized and bleak in their outlook that community extinction would become a self-fulfilling prophecy, and on the other hand the danger of suggesting too rosy a future for the town could jeopardize the important life choices of many residents.

Benefits

The essential benefit would be that people could make informed choices about their own futures and the future of their community. Everyone in the community shared in the same information at the same time. The dialogue took place largely among the community people themselves and

with their leaders. Everyone in the community could participate from the most non-threatening of all environments - their own homes.

Following the project, the renewed energy of the community residents prompted them to sponsor a one-day provincial conference **Boom Ore Bust** (sic) that focused on the plight of one-industry towns. Community leaders became active in a newly formed national association for threatened one-industry towns and one resident became vice-president of the national association. Overtures to the federal government were successful in getting the town declared a recipient of the Modified Industrial Labour Adjustment program which provided much needed financial assistance and special retirement arrangements for workers in their 50s or close to retirement age. Politicians and civil servants became visibly more co-operative with the community and other communities in the province and issued public statements of support for the efforts of the Buchans people.

The major outcome was a transformation among the residents of the town from passive dependency to a belief that they could do something about their future. While the future of the town was still not assured, the active participation of its citizens most certainly was.

Process

The process began with a request from some high school students to provide them with a television production workshop. Exploration of this rather straight-forward request by Extension led to the consideration of issues in the community and to the realization that the opportunity for some very innovative community learning could take place. During the previous year, in the period immediately following the mine closure, considerable discussion had taken place among community leaders,

government and industry. Various schemes and development plans were being considered but the community on the whole was not well informed of what was going on. The community leaders were caught between the need to forge ahead and have some concrete solutions to propose to the community residents; and the need to have some sense of community support for their activities. Although their attention was focused externally, they were also aware of the stresses affecting the lives of community residents. Overriding all this was the fear that the slow trickle of out-migration currently taking place would turn into a flood at the end of the school term in June.

The first initiative of the Extension workers was to challenge the high school students and teachers to concentrate their energies on real issues in the community in addition to learning television production skills. This led to Extension workers also meeting with community leaders and in turn challenging them to enter into a dialogue with the community about its future. A planning committee was established and an intensive period of meetings began. While the Extension workers worked with the planning committee to help design the programming material, Extension video technicians began to train local youth in video production skills.

Program content was not a problem. The various initiatives for development would provide the core programming. These included studies and reports on mineral development possibilities, a federal penitentiary, a salmon enhancement project, and tourism. Community and labour adjustment programs such as the federal government Modified Industrial Labour Adjustment Program were put forward and analyzed. The merits of a community development corporation were discussed.

This core programming had also to be balanced with programming around the history, culture and social life of the community. Voluntary community groups were interviewed about their work in the community; local historians talked about the past life of the community. Musicians and entertainers were invited to perform live on air.

The program design utilized basic principles of adult education and included light entertainment and a concentration on local topics as well as the prime time core programming. Each of the three days of programming consisted of:

- prepackaged local material from 4:00 to 6:00 p.m.
- local news and community bulletin board timed to coincide with normal news time at supper.
- core programming in the evening (from 7:00 to 10:00) consisting of presentations and panel discussions by local people and selected outside experts. A speaker phone allowed for participation by people from their own homes.
- 10:00 to 11:30 p.m. - live music and dance with local talent.

The programming issues focused around the town's future. Emphasis was placed on live, interactive television featuring local people in the key roles. The phone hook-up was used both to receive local calls and questions/reactions to what was being presented and as well to call-in outside resources such as a senior executive of the mining company in Toronto and the mayor of a mining town in Nova Scotia that had a similar experience to Buchans and was successful in securing a penitentiary for the town as an employment base.

Surveys conducted during the 3-day transmission showing a viewer/participant response of between 95 and 100% of the 350 households in the community.

Inputs

The essential inputs are the adult eduction and community development techniques and experiences of the Extension Service and the real-life issues of the community participants. The technology is a tool that helps to compact the learning experience and to provide a medium for articulation as well as a mirror for reflection.

Previous experiences of Extension with the community transmitter had suggested a more lengthy planning and preparation time of from 4 to 6 months and a more overt control of the medium by Extension personnel. However the situation in Buchans provided a special challenge in terms of its intensity and the readiness of the people to grapple with the issues. Within two months they were ready.

Facilities & Equipment

The equipment is a portable 10-watt television transmitter and an antenna with cameras and video-recorders. The transmitter has a range of 5-10 miles depending upon the terrain so a suitable central studio location is required. In this case the large store room of a general store was used. It was large enough to accommodate a studio and room for the hundred or so children and adults who showed up every evening to watch the action. A telephone hook-up with speaker-phone is also required for audience phone-ins. The studio can be set up within a matter of hours or at the most a day.

The receiver is the home television.

Staff

The staff consists of a community development worker and television production technicians. Three or four production technicians are needed depending on the task at hand. In Buchans almost all the production work was done by local students who had been trained by Extension personnel but staff are still required as back-up and to perform certain key functions such as setting up the studio, switching, and emergency repairs.

Finances

Excluding staff time, the out-of-pocket expenses for the Buchans project was slightly less than $10,000. Since much of the work is done at night, the issue of staff overtime also arises. However, many of the out-of-pocket expenses can be reduced through local billeting and other such arrangements. In the case of Buchans, a Youth Activity grant of $10,000 from the Department of Secretary of State helped defray many expenses.

Other

The Buchans project provided a rather unique opportunity for the community development skills of the resource agency and the needs of the client population to come together and to provide important learning for both. However both sides were required to take risks. The Extension Service had considerable experience with media and community development and had utilized the transmitter in eight community situations before but never in such a high-risk situation. Extension was still probing the limits of the technology in community work and with each experience was moving from a more tightly controlled experimentation with the technology to a greater degree of community involvement and ownership. A concentration on educational objectives was evolving once the

technological capabilities had been established. The trend saw a moment from canned university material to live local material; from broadcasting to instant feedback through the speaker phone and interactive television; from soft entertainment material to controversial live material; and from 'expert' control to community control The Buchans project was to test the limits of interactive programming up until now and was to do so in a highly charged atmosphere. On the other side, the community was willing to risk its future in this very public self assessment.

Since the Buchans project, Extension has continued to experiment with communications technology. Now a smaller, more mobile "transmite" is being used in community work. Its use requires only a community development worker and one technician.

An obvious area to examine for application of the learning from this project, would be cable television. However it is doubtful if cable could maintain the energy and involvement that the transmitter projects generate. This is probably for three reasons: 1) the intensity and specificity of the experience, 2) the novelty of tne experience, and most importantly, 3) the presence of the community development worker who is prepared to spend months in preparation and planning with the community and to follow up the specific outcomes from the experience.

Face Sheet
World Perspective on Adult Education

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   Nation CANADA

2. Check whether this case is based on

   (✓) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). _____

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   NATIONAL SOCIAL ACTION FEMINIST ORGANIZATION

6. Basic characteristics of service area NATIONAL

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

Canadian Congress for Learning
Opportunities for Women

Written by Caroline Gaskin, 1987.
In co-operation with The Canadian
Congress for Learning Opportunities
for Women.

5B/2

CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN

A. Setting

The Canadian Congress for Learning Opportunities for Women is a national, non-profit, charitable, voluntary organization which promotes feminist education and the empowerment of women.

Within the context of Canadian society, females comprise approximately 50.5%[1] of the total general population of 25,501,200[2] citizens. Canada is an industrialized country, presently experiencing the impact of new technologies in the work place and society, and the effects of global economic conditions. Ninety percent of Canada's female population is under 65 years of age, with 68% being between the ages of 15-64.[3] Approximately one quarter of Canadian women live in rural areas.[4]

Since the Second World War, women have been entering the work force in significant numbers world wide. In looking at Canadian women in relation to their education and work force participation, Canada ranks fifth in the percentage of school-aged girls and women participating in elementary and secondary school levels, when compared with similar industrialized coun-

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[1] Decade of Promise.

[2] Canadian Statistical Review.

[3] CCLOW Fact Sheet: Women's Education and Labour Force Participation.

[4] Ibid.

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tries.[5] Canada ranks second in the world in women's participation in higher education.[6] Within higher education, Canadian female students tend to be concentrated in the areas of Education, the Humanities, Fine Arts, Mass Communications, Home Economics, and the Medical field, a trend reflected by female students in many other countries.[7]

In looking at the participation rates of females in the labour force, Canada ranks third lowest in a comparison with eight other industrialized nations, members of the Organization for Economic Cooperation and Development.[8] A high proportion of Canadian women, 72%, comprise the part-time labour force, and over half of working women are concentrated in the service sector of the economy, which may account for why women's wages are 58.9% of men's.[9]

CCLOW is concerned with women's access to educational, training and job options within the country. At present, Canadian women are materially poorer than their men counterparts. Female headed families form a significant portion of Canadian society that live below the poverty line. Lack of adequate support services which specifically address women's needs, make

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[5] Ibid.

[6] Ibid.

[7] Ibid.

[8] Ibid.

[9] Ibid.

it extremely difficult for women to have access to the full range of educational opportunities available to men.

CCLOW's national office is located in Toronto, a major urban city in Ontario, one of Canada's oldest, most populated, industrial-manufacturing provinces. Toronto is also the seat of the provincial parliament and a center for several regional offices of the federal government.

B. Outcomes

1. Goals

CCLOW's primary goal is the empowerment of women on the personal, social, and political levels of their lives. Recognizing the difficulties and inequities that Canadian women face in gaining access to training and educational opportunities, CCLOW attempts to address the root causes of these inequities and to make constructive recommendations for their redress.

As a social action organization, CCLOW identified a number of objectives to aid them in carrying out their overall mandate:

- advocating for the redress of inequities blocking women's access to and experience of learning
- promoting feminist principles in education and training by supporting all kinds of learning opportunities
- networking and co-operating with individuals and groups on issues related to learning opportunities for women
- conducting research and developing models and resource materials on women's learning issues
- publicizing issues related to women's learning
- encouraging and developing women's education through local, provincial/territorial and national activities.

2. Benefits

Advocacy is a major component of CCLOW's purpose and is a key underlying premise of the organization. This function operates throughout the organization, from the local level, where members have met with policy makers over issues such as employment equity, adult basic education and training; to the national level where briefs are prepared and presented to such bodies as the Commission of Inquiry on Unemployment, the Parliamentary Committee on Equality Rights, and the Parliamentary Task Force on Child Care.

In tandem with an advocacy function, CCLOW also recognizes the importance of providing constructive criticism and making recommendations for improvement of women's education, training, and employment needs in Canada. This research and policy development component of CCLOW's functioning is facilitated by projects that CCLOW members initiate either at the local, provincial/territorial, or national level.

An example of a project initiated at the local level is the Bridging Program proposed and developed by the Regina, Saskatchewan membership in 1984. CCLOW members identified locally, target groups of women learners, such as: women re-entering the work force, native women, under employed, disabled, or young women, and women who faced job abolishment due to technological change. Three program objectives were identified, as well as the core processes for the implementation and evaluation of the program. Since CCLOW does not provide a direct service to learners, the

Bridging Program was developed to utilize the services already available in the community, and to co-ordinate and complement existing community activities. Through a process of advocacy, and negotiation at the local level, a pilot Bridging Program was delivered through the local community college. The program proved to be quite successful, and other CCLOW chapters across Canada are starting to use the Bridging Program as a model for their local communities.

At the national level, CCLOW has undertaken several projects including the first major national study on adult basic education for women, a critique of the National Training Act and its impact on women, a statistical and analytical study on women's education, training, and employment in Canada, and an overview of the Canadian Jobs Strategy program.

CCLOW has also emphasised the development of information and resource services that are available to members, women's and social action groups, government, the media, educational institutions, and individuals. The Women's Learning Resource Center and Skills Bank, which are located in the national office in Toronto, contain materials and resources on all aspects of women's learning.

WOMEN'S EDUCATION DES FEMMES (WEDF) is an important education/information vehicle of the organization and provides a feminist connection to the world of learning and education. Initially developed as a quarterly newsletter, WEDF was recently changed to a magazine format. With this change in format,

CCLOW's Executive Director and Board are working diligently to develop a professional magazine that focuses on the practices and theory of women's learning in Canada. Articles in WEDF have dealt with such topics as skills training for women, literacy, and life skills. At the same time, WEDF is also used as a vehicle to facilitate the sharing of information from CCLOW's provincial and territorial networks, workshops, conferences, resource materials and programs are described.

CCLOW's effectiveness as a social action organization for women has been demonstrated in a variety of ways, such as, their active participation in the coalition formed by women's groups regarding the entrenchment of women's rights in the Canadian Constitution in 1982; their leadership in negotiations with Secretary of State regarding funding for women's organizations; and their research initiatives, most recently a major study on the gains and losses of Canadian women, from 1975 to 1985, in the areas of education, training, and employment.

C. Process

1. Participation

As a national, voluntary organization, CCLOW draws its members from all the provinces and territories of Canada. These women volunteers play a critical role in CCLOW, as they give of their time and expertise. Members share a strong interest in women's learning; a willingness to share their skills and expertise as adult educators; and a commitment to action on

behalf of Canadian women from all walks of life, with a special focus on mature women learners returning to the workplace.

Both a past and the present Executive Director of CCLOW describe the organization as a bottom up structure, with a highly responsive national office and Board of Directors. Local members form networks to operate within their home communities. These networks monitor and identify learning issues related to women. If the needs are local, the network members may develop and co-ordinate a program such as the Bridging Program, or design a conference. Through networking, the local CCLOW members may work with other concerned community groups, or may approach other regional or provincial CCLOW networks to deal with learning issues of more than local concern.

CCLOW's organization is overseen by a national Board of Directors, composed of volunteer representatives from every province and territory, elected by members within that province or territory. The Board consists of 15 elected and 3 appointed members, with the President-Elect chosen annually by the total membership.

2. Planning

At the national level, the organization's elected Board of Directors is responsible for overseeing the operations of the organization and setting policy. The national office staff's function is to co-ordinate and facilitate the activities and projects developed by the organization. In consultation with the national office staff, the Board of Directors has recently

initiated an ongoing organizational review to assist in evaluating objectives, activities and programs. As an organization, CCLOW is in the process of developing the means to assist the organization in moving from a position of reacting to government initiatives, to one which includes defining and setting organizational priorities, and identifying specific organizational thrusts.

3. Evaluation

An integral component of CCLOW's organizational premise is the empowerment of women. Both national office staff and Board have a strong commitment to that premise, which is reflected in the active efforts both groups make to ensure the development of an organizational model that is consensual, bottom up, and responsive to women's needs. To that end, evaluation is seen as an ongoing organizational process which offers opportunities for learning. During board meetings, task, process and timing functions are shared, with dialogue and input actively encouraged. Decision making is usually consensual, and a key component of Board meetings is allowing time for a process review of each meeting. Development is seen as a function of every Board meeting. There is a strong emphasis on a team approach, with the President, President-Elect, and Past-President working closely together.

As an organization, CCLOW has gone through specific steps, such as developing a policy and procedures manual, a personnel policy, and job descriptions from President to staff members, to

facilitate organizational evaluation. These mechanisms are consistently re-assessed and re-evaluated.

D. Input

1. Staff

As noted earlier, CCLOW has only one office and that is the national office located in Toronto. Staff in Toronto consists of four full-time positions, the Executive Director, Office Administrator, Information and Resources Co-ordinator, and a Wordprocessor/Secretary. The Bookkeeper is a part-time contract staff. During 1985-86, six students assisted in the CCLOW office as part-time work-placement experience. In addition, researchers or consultants may be hired on a contract basis, once CCLOW has received funding for a specific project. Other than this group of paid staff, CCLOW relies heavily on its volunteers, from the Board of Directors to its local membership, for actively moving forward the organization's objectives.

2. Finances

Historically, CCLOW received its initial financial boost from a federal Secretary of State - Women's Program grant in 1976, which enabled the fledgling organization to hire a person to travel across Canada for several months, compiling an inventory of learning programs for women and establishing a network of women Adult Educators who could provide services to women. During 1986, CCLOW still received approximately 90% of its funding from federal government grants, drawing from such

ministries as: Secretary of State, Canada Employment and Immigration Commission and Labour Canada Women's Bureau. Donations, membership fees, and sales of publications were other sources of income, that constituted the remaining 10% of revenue for the organization. In the course of the same financial year, CCLOW's operating surplus was 1% of income. The Annual Report lists the organizational expenditures as laid out by federal government funding guidelines.

3. Facilities

CCLOW's national office occupies the second floor of a three storey house, set in a residential/professional use area. The floor space is utilized in the following manner: a reception area, secretarial and photocopying space, the Women's Resource Center/Skills Bank, and the Executive Director's office. One of CCLOW's new initiatives related to the Women's Resource Center is to create a subject thesaurus on topics related to women's learning issues, and to develop an integrated approach to the organization's information and resource tools. Office equipment is up to date, with staff utilizing word processors, typewriters and photocopiers.

Located in a major center, the national office is accessible by subway and bus to local as well as out of town members and other persons interested in accessing CCLOW's resources. The national office is open regular working hours and is willing to provide access and information upon request.

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E. Evolution

In 1971, a group of women in the Toronto area, who were interested in developing learning opportunities for women, were approached by a consultant in the Provincial Ministry of Education, to form an Advisory Committee for the development of women's programs in the Community College System. The following year, the Advisory Committee was approached by the Canadian Association for Adult Education.

The CAAE had been approached by the Organization of Economic Co-operation and Development to propose a project to research and establish a national network of women to identify the learning needs of women. Subsequent meetings recommended the establishment of a National Committee. In 1973, "The Canadian Committee for Continuing Education of Women" was formed within CAAE, with its first task being to carry out the development of a national network of women.

In 1976, a Secretary of State grant enabled CAAE to hire a person to research women's learning needs, educational programs, and interest in the national network, across Canada. As a result, a directory of women's educational programs in Canada was published and reported at a national meeting in 1977. A goal was set for the developing organization "to promote learning opportunities for women in Canada in order to increase their participation in the economic, social, and political life in Canada."

In 1978, a National Coordinator was hired and the following year, during the Banff Congress, the organizational structure was

developed and a decision was made to incorporate. By 1981, the Canadian Congress for Learning Opportunities for Women was incorporated in the province of Ontario, becoming a separate organization.

F. Summary

In compiling this case history, one becomes aware of the commitment, effort, and leadership demonstrated throughout CCLOW's past and present, by the women involved in this organization. A conscious effort has been made to develop an organization that is not only responsive to women's learning needs, but also to develop an organizational model that demonstrates women's values around consensus and process. Envisioned as a unique organization, the Board of Directors and the Executive Director of the national office have key roles to play in providing the skills and expertise necessary for the development of innovative organizational procedures. CCLOW has been very successful in finding leadership to fulfill those roles and responsibilities. During the early 1980s, CCLOW was also extremely effective in being able to mobilize its members at the local level to lobby government around such major issues as, women's rights in the constitution, and the Canadian Job Strategies initiative. By maintaining the importance of networking and local initiative, CCLOW has also demonstrated effectiveness and leadership in communities through its local chapters.

CCLOW is recognized, both nationally and locally, by government, educational institutions, women's and social action

groups, as a responsible, dynamic leader in the field of social action. A past Executive Director described CCLOW as "women organizing women, to press government to press society for women." Clearly, CCLOW is recognized as being effective in this regard.

Historically, the organization has had to rely on government grants for the majority of its funding. This is still the situation today. Reliance on government grants leaves the organization in a precarious situation. During the past two years, the Canadian government and several provincial governments have been attempting to reduce government deficits and to balance the budget. With influences such as these at play, women's groups, such as CCLOW, are financially vulnerable. Government cutbacks can have an impact on CCLOW's national projects and staff. Recognizing this, CCLOW's new initiatives are to develop additional sources of funding.

It is in meeting these challenges that CCLOW will discover if it has the flexibility, the will, and the resourcefulness to carry it through.

The following is a list of sources which were used in compiling this case history:

Documents

Canadian Congress for Learning Opportunities for Women:
Annual Report 1985-86
Chronology of History, 1971-85
Decade of Promise: An Assessment of Canadian Women's Status in Education, Training and Employment, 1976-1985

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Fact Sheet: Women's Education and Labour Force Participation Canada and OECD Countries, 1986

Policy Manual
WOMEN'S EDUCATION DES FEMMES

Canadian Statistical Review, Nov. 1986

Interviews

Aisla Thomson, Executive Director, CCLOW

Susan McCrae Vander Voet, Past Executive Director, CCLOW

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Ms Dale J. Pratt Phone number (416) 749-9194

Organization HealthLine

Street Address 89 Humber Colleg Blvd., Suite 318

City or Town Etobicoke State or Province Ontario

Nation Canada

2. Check whether this case is based on

(x) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

HealthLine: Center for Corporate Health Promotion

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Health Education or Workers

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Community College and Hospital

6. Basic characteristics of service area

A. 40 Km geographic size (such as square miles or kilometers)

B. 30 Millio population (number of people living in area)

C. urban urban/rural (density of population)

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HEALTHLINE

Centre for Corporate Health Promotion

HealthLine is an educational joint venture between Humber College and Etobicoke General Hospital. It provides employee health promotion programs to business, industry and government in the Toronto area, regardless of employer size.

The adult health education programs offered vary from general awarness programs through to computerized personal health assessments, computerized corporate finance and health assessments, behaviour modification programs such as weight control and smoking cessation and preventive programs in the area of stress management, fitness, nutrition, emergency management and life style management.

A summary of the adult education program offerings are included in Addendum #1.

Programs are offered to all levels of employees in an organization- from senior management through to blue collar. In one large, National company, it is also offering programs to spouses of employees, and to retirees.

The course instructors are health professionals (not necessarily employees of the hospital or college) who have a background in adult education (either through professional training, or through experience.) Instructors are multi-disciplinary - from the fields of medicine, nursing, nutrition, psychology, social work, physical education and exercise physiology.

All instructors must be certified to work with HealthLine, in other words, they must proceed through an intensive training course so that course content is understood and delivery expectations are clear. They must also go through two successful performance appraisals during a corporate contract. Once certified, they are maintained on a roster as HealthLine consultants who work with the company on a contract basis.

An organizational chart outlining the reporting relationships of HealthLine staff to the two institutions is included as Addendum #2. Although HealthLine is a part of the hospital and college it is operated as a separate entity, reporting to its own Advisory Board of Directors. It is located near to, but not on the premises of either institution.

The HealthLine Advisory Board of Directors is composed mainly of local corporate decision-makers - presidents, past-presidents and vice presidents of major firms in the Toronto area. Representatives of the two institutional Boards sit on the HealthLine Board for continuity. Also included is a summary of the role of the action sub committees of this HealthLine Board of Directors, as Addendum #3

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HealthLine markets its programs directly to the corporate sector. The HealthLine Director is responsible for the marketing as well as the budget management and the day to day operations. HealthLine is run using traditional business concepts - but it is non-profit due to its relationship to a Hospital and College. HealthLine has 3 full time and 1 part-time office staff, including the Director and 40 part-time Instructors.

HealthLine predominantly markets its programs through managerial levels of companies. The Health Promotion programs are seen as management tools used to assist in demonstrated need areas. To accomplish this, the process for program implementation in a company follows this format:

A) Needs Assessment

(1) Interview with corporate decision-makers to determine perceived needs and future goals for health promotion programming.
(2) Computerized needs assessment program with employees, and/or group discussion sessions allowing employees to express needs, concerns, desires.
(3) Financial analysis of health concerns and problems of employees. Studies absenteeism, costs of replacement, hospitalization, health insurance costs etc. Provides a financial base-line for comparison and evaluation after the implementation of comprehensive, long-term programming.
(4) Determination of specific target groups for programming.

B) Program Implementation

Depending on company interests, needs and climate, programs are designed to meet the assessed needs. Programs may be designed to reflect audience learning needs. For example program design, format, content and instructor style can differ between blue collar and senior executive programs. Special guest speakers may be brought in to reflect audience interests. Follow-up sessions are designed by the learners themselves for the behaviour modification programs.

C) Evaluation

(1) Pre and Post testing - Assessments are made prior and after programs. Pre and Post Fitness testing, Knowledge and Understanding levels, Nutrition assessments, Stress Management technique assessments are examples. The learning changes or physical changes are communicated to the employee and are kept confidential on a personal level from the employer.
(2) Formative Evaluation - all programs are evaluated as to content, delivery technique and style of

Addendum #4

HEALTHLINE

Data Summary Sheet

HealthLine	-3 Full Time	-Director -Program Manager -Office Co-ordinator
	-1 Part-time	-Secretary
	-40 instructors	-contract basis

Operating Budget -Approximately $200,000 annually, seed monies fundraised from corporate sector; HealthLine is now self-sufficient financially based on revenues.

Clientel
-Employers in Business, Industry, Government
-Will serve any size employer, but buying trend in Toronto area has been companies of 500 or more employees (to Dec. 1986)
-Senior Management through to Blue Collar employees served.

Programs Companies most interested in; (in order of preference)

(1) Smoking Cessation
(2) Stress Management
(3) Computerized Health & Finance Assessments
(4) Fitness
(5) Lifestyle Management
(6) Nutrition/Weight Control
(7) Emergency Management

Number of Contracted Programs to date (Oct. 1985-Dec. 1986)

- 40 HealthLine completed programs Toronto Area
- 25 others offered on a National level through vendoring to local resources.

Program Fees
- Vary depending on company needs and hence course design and length.
- range $20.00 - $310.00 per participant

Instructor Salaries
- vary according to background, course type and depth, length etc. range $20.00/hr - $150.00/hr

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instructors, audio-visual aid impact, handout material and manual impact, impact of date, time, program length and location etc.

(3) Summative Evaluation - The participants evaluate the course from a content point of view as well as the Instructor style, perceived learning changes and suggestions for future program alteration.

(4) Long-term Evaluation - Companies involved in the Computerized Organizational Assessment (COMPUTES) may analyse long-term changes in employee health and the resultant impact on finances.

All courses, regardless of length, content, target audience or client group have specific features.

(1) Medically Based - sound, current, Canadian health information.

(2) Personalized - although offered in a group setting, the groups are small (10-15 people preferably). Group participation is encourged. Adult education techniques are utilized by all Instructors.

(3) Behaviour Oriented - programs are designed to impact on behaviour. Behaviour modification techniques are used in the Smoking Cessation, Weight Control and Stress Management programs specifically. Aversive Therapy is never used.

(4) Resource manuals and handouts are provided.

(5) Follow-ups are provided.

(6) Confidential referrals may be made for employees to Physicians, company occupational health facility or Employee Assistance Programs.

(7) Cost Sharing between employee and employer is encouraged for long term behaviour modification programs.

(8) Fee structures are flexible to reflect varying content, length, format etc. of specifically designed programs.

Because of the diverse nature of the corporate market, HealthLine has developed several program delivery options.

Option A The HealthLine Instructor delivers the program at the client company's site.

Option B HealthLine trains a company trainer (with a health and adult education background) to

deliver the programs to their own employees. The company purchases the right to use the HealthLine copyrighted materials.

Option C — For large decentralized employees, HealthLine will provide National Health promotion programming by utilizing vendors (local resources) in the client company locations. Employees register for programs with HealthLine regardless of their national location so that Healthline can monitor progress for the tuition assistance policy of the parent company.

HealthLine has been extremely successful even though at the time of this report, it is only 1 1/2 years old. HealthLine has 43 employees and is offering programs on a National level. The rapid success has been attributed to the fact that HealthLine operates in an extremely professional, business-like fashion.

The health educators are seen as consultants and the programs are devised to be management tools for health cost containment. Benefits such as increased employee morale and productivity and, decreased absenteeism and turnover are recognized when the programs are comprehensive in nature.

Companies in the Toronto area are continually contacted as a part of an ongoing Market Research program within HealthLine so that corporate trends in employee health are monitored. HealthLine is continually evaluating their programs and delivery options to keep up with these trends. As a result, HealthLine is seen by the corporate sector as a current, business-oriented health education consulting organization.

A summary data sheet regarding the HealthLine operation is included as Addendum #4.

Addendum #1

HEALTHLINE

Centre For Health Promotion

Educational Programs

ASSESSMENT/AWARENESS

Computes (Risk Factor Identification): various appraisal instruments available to measure an individual's mental and physiological responses based on the frequency of identifiable risks in their personal lives, families, environments, and professional position.

Healthstyle: a promotional, recruitment and motivational tool to introduce health promotion programs and services into a particular company. Includes sessions on Risk Identification, Exercise, Stress Management, and Habit Control. The result is the formulation of specific strategies for each company for enhancing employee health. Sessions may vary from a 45 minute presentation to a longer 1-1/2 hour class or a grouping of four 1 hour sessions.

PREVENTION SERVICES - HABIT CONTROL

Weight Managment, PEP+: designed to assist people who are between 15%-50% overweight. Incorporating the latest in behavioural and medical strategies, the program combines the best of nutrition, education, behaviour modification and stress management.

Smoking Cessation, SAFE: this program incorporates the most beneficial techniques of behaviour modification with a strong emphasis on stress management and developing a personalized strategy for continued abstinence.

HEALTH PROMOTION PROGRAMS

Stress Management: to develop for each participant a personalized, comprehensive stress management strategy that prevents the negative effects of stress and increases physical and mental well-being. The goal is to minimize ineffective delivery of services, low morale, excessive absenteeism and higher health care costs due to the prevalence of stress in our personal and professional lives. A variety of mental, physical and emotional techniques are taught in a variety of program modes - seminars, workshops, programs, etc.

Physical Fitness/Positive Living: designed to address the needs and resources of the whole person. Through its comprehensive nature, this program concentrates on affecting attitudes, adding knowledge, developing skills and modifying lifestyles in order to bring about long-lasting changes in

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behaviour that contribute to health enhancement. This program is usually before or after work hours which makes it extremely attractive and cost conscious to the employer.

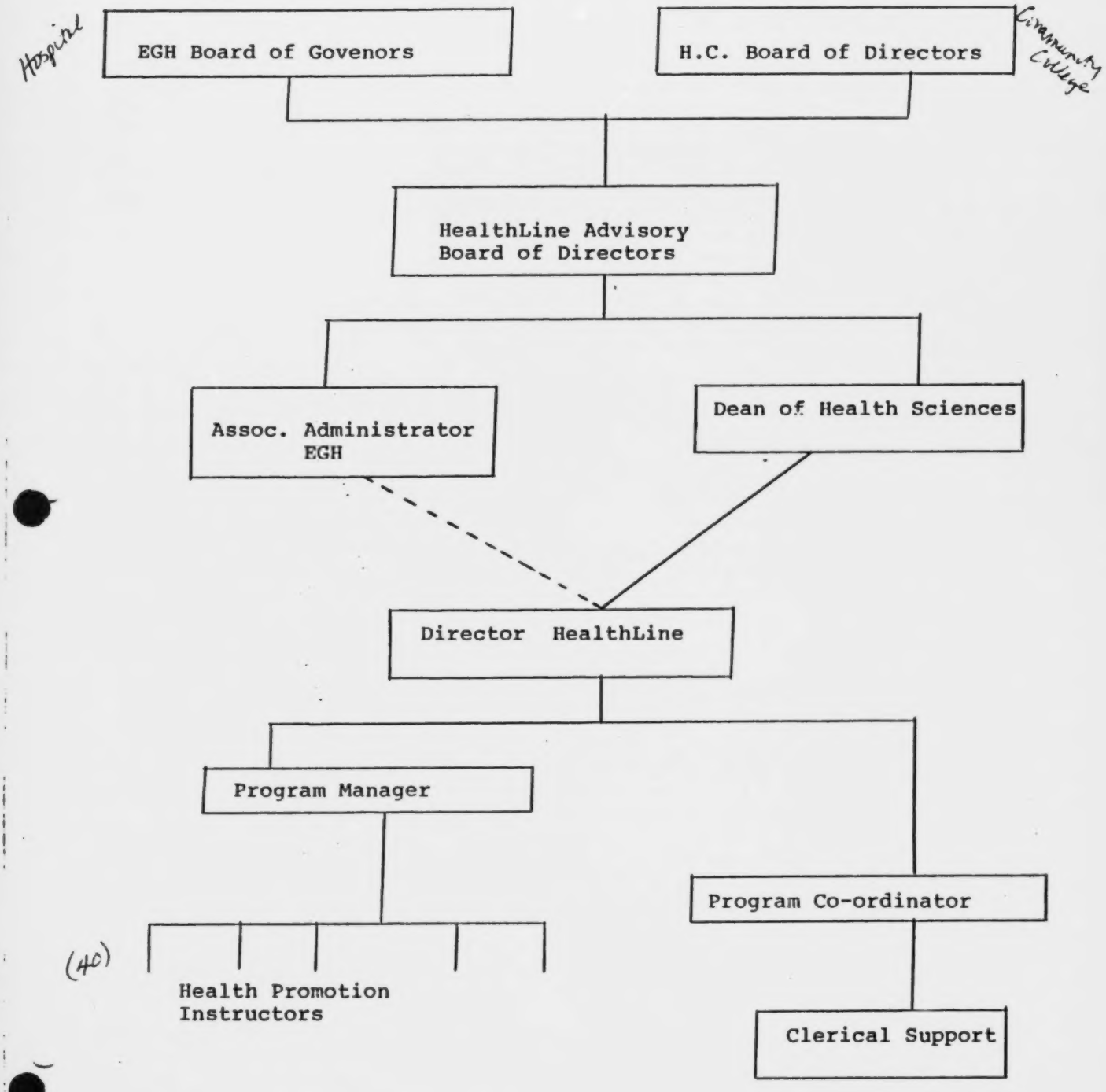
Lifestyle: the goals of this program are to improve knowledge, unleash motivation and create a plan to attain one's maximum and most proficient lifestyle. This program, offered in either program, seminar or workshop format, centres on the mental, physical and behavioural aspects of one's life. Lifestyle is a culmination of all the programs designed to motivate either for recruitment or as a program in itself.

Cardiac Crisis Management: a comprehensive approach to the management of cardiac emergencies. Early warning signs and symptoms of impending cardiac crisis, administration of CPR, control of the crowd area, communication and transportation of the victim to an advanced life-support area are all components of this program. The company also receives a comprehensive manual outlining the facility's emergency accessibility routes, and the development of emergency response teams.

RELATED SERVICES

Leadership Training: The Centre for Health Promotion will train a selected employee to deliver stress management, weight control, smoking cessation and/or physical fitness/ positive living programs in-house. This course provides training in program content, delivery techniques, marketing and program evaluation.

HEALTHLINE: PROPOSED ORGANIZATIONAL CHART



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HEALTHLINE

ADVISORY BOARD OF DIRECTORS

Committee Membership	Role
Medical Committee	
Dr. Joe Niedoba – Chairman Dr. Al Kruger	To review medical content of programs, to review medical clearance forms, to establish policies on exclusion of high risk participants for fitness programs, and, on HealthLine role during Medical emergencies while delivering a program. To liaise with corporate, or participant's physicians when required. To arrange referrals for high risk individuals if they do not have a personal physician.
Corporate Committee	
Alan Bowers Peter Broadhurst - Chairman Paul Fisher Joyce Gordon Gordon Killen	To provide input into Marketing and Sales of programs, Public Relations and Advertising. To suggest new Markets for HealthLine, to provide contact names and assist with initial contact when required. To analyse Marketing function for effectiveness of operation. To establish policies on Corporate issues such as HealthLine "Franchising". To analyse issues regarding pricing structures, copyrights, implications of our new national delivery structure, etc.
Finance/Fundraising Committee	
Jim Davison - Chairman Don Organ Brian Walker Ken Winter	To review financial health of HealthLine. To analyse financial needs as it relates to operation expenses and revenue. To analyse financial plan and forecasts. To suggest sources of funding and to follow through on fundraising.

Operations Committee

Chairman yet to be decided Don Banks Jack Buckley Margaret Dowsett Diana Forrest Nancy Lawrie Greg McQueen Susan Goodman	To analyse day to day operations and develop policies on regular activities. To be reviewed: Staffing requirements, resource requirements (ie Computer, additional telephone lines) personnel policies, office function logistics, program delivery logistics etc. To streamline the HealthLine operation for maximum effectiveness.
Dale Pratt	Ex Officio member for all committees

Face Sheet

World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Margaret Haughey, Ph.D. Phone number 432-3792

Organization University of Alberta Dept. of Ed. Admin. Educ 7-104 North

Street Address EDMONTON' Alberta T6G 2G5 (University doesn't use one)

City or Town (above) State or Province Alberta

Nation Canada

2. Check whether this case is based on

(x) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Distance Education at the University of Victoria

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Part-time higher education or continuing professional education

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

University

6. Basic characteristics of service area

A. ~~366,255 sq mi~~ geographic size (such as square miles or kilometers)

B. 2.5 mill population (number of people living in area)

C. both urban/rural (density of population)

5D/1

British Columbia
Canada
Distance Education

Distance Education at the University of Victoria

Margaret Haughey Ph.D.

5D/2

Distance Education at the University of Victoria

Setting

Why distance education? British Columbia is a province of high mountains, scattered fishing, lumbering and mining centres and climatic extremes and these factors together with its population configuration has had considerable influence on the mode of delivery of courses from the University. Another impetus has been the availability of the Canadian satellites, Hermes, ANIK-B and ANIK-C with their potential for delivery to a total population rather than being restricted to accessible groups. The unifying factor has been the leadership at the University who made a commitment to the development of educational software using mediated delivery modes.

The University of Victoria was inaugurated in 1963 after sixty years as Victoria College. It is situated in Victoria, the capital city of British Columbia, on Vancouver Island. With its sister institutions, the University of British Columbia, and Simon Fraser University, the University has a mandate to serve the province of British Columbia, an area of 366,255 square miles with a population of 2.5 million. The University which has an annual regular session enrolment of approximately 10,500 students has traditionally drawn its on-campus students from the rural areas of the province and has numerous university extension off-campus programs which provide degree credit and professional development courses in various disciplines to students living throughout the province. Most of these students are bound by work or family obligations and depend on the universities to provide further educational opportunities for them in their local area.

In 1978 the University decided to use a different format in bringing degree credit courses to social workers from the traditional off-campus face-to-face model which had first been developed for Education courses in 1960. A print based correspondence delivery model was designed to meet the needs of a widely scattered population. The design of the course and the development of the print materials were accomplished through the work of a content specialist and project manager. The latter was responsible for ensuring the use of an appropriate instructional design and the supervision of the development of the final correspondence materials through to editing and printing. The first two courses developed were offered to students in September 1979 and have become standard courses in the decentralized BSW program.

Also in 1978, the University participated in the Hermes satellite experiments and following the success of these pilot ventures, (Zuckernick, 1980) the University undertook to provide a series of courses using the ANIK-B satellite as a delivery vehicle. Use of the space allocated to the province by the Federal government was coordinated by the British Columbia Institute of Technology (B.C.I.T.) (Robinson 1981:141). The University of Victoria used one and a quarter hours of satellite time once a week to broadcast a senior undergraduate level course in Education in the fall term, 1979. The satellite signal was down-linked at five community colleges throughout British Columbia and 65 students at these sites received the program via television and had the capability to ask questions of the instructor via a satellite carried return audio link.

The project team responsible for the development of the course included the instructor who developed the course content, a project manager who had a background in instructional design and educational television and a graduate student who was the project general assistant. Despite the awkward and primitive nature of the broadcasts, students participated in each session and asked questions of the instructor and of the other student groups. In the following spring (Jan-April 1980), another Education undergraduate credit course was offered. Evaluation from both courses showed that students were excited by the prospect of studying at a distance, that the use of small receiving groups fostered student discussion and sharing, and that in general students found themselves having to take more responsibility for their own learning.

Instructors found that they had to be more prepared since not only had they to plan their time to fill no more or less than the two hours, but they also had to provide all reading materials to students prior to the first broadcast, and outline their course in much more detail than they would in face-to-face instruction. Instructors also had some reservations about the 'falseness' of the situation. They felt unable to be entirely at ease since they were "on television", and felt tied to the desk since they were unable to move around and accidentally go off-camera. They missed students' non-verbal behavior and had to learn to manage with audio only cues. The underlying loss of the social control present in face-to-face classroom situations was another factor contributing to their unease. Furthermore, they were always conscious of time; the amount they had left to fill, the time it took for students to respond to questions, the sense that satellite time was very expensive and not a second should be wasted, and the eerie feeling of dead air time when no one was talking. (Haughey, 1981) Despite these reservations, instructors recognized it as a valuable experience and encouraged colleagues to become involved. Martin (1981:9) the first instructor to teach using satellite delivery informed delegates at the SIETAR Conference in Vancouver, British Columbia that:

> While the issues and problems (associated with the new telecommunication technology) are obvious, the potential of the system for educational purposes is compelling.

In May 1980, the Knowledge Network of the West was formed by Order in Cabinet in order to provide a telecommunications system for the delivery of courses by satellite and cable transmission. Although they still used the B.C.I.T. studio, Knowledge Network set about upgrading the facilities. Floor cameras were added and production staff took over the direction of the broadcasts. The government had made money available to assist communities who wished to purchase satellite dishes so that each week the number of communities able to receive the satellite signal mushroomed. Most of these centres purchased a receive-only satellite dish so regular telephone lines were used to carry return audio signals. In one sense this was a regressive step. Students who had been able to speak to the instructor by pressing the push-to-talk bar on a microphone now had to dial a long distance number and reach the control room staff before being connected with the instructor. However, given the increase in numbers of learners, no other scheme was feasible. This increase was reflected in the 250 students who registered.

In the Spring of 1981, Knowledge Network moved their broadcast facilities to a fully equipped television studio on the University of British Columbia campus.

The addition of proper lighting and more adequate sets improved the general picture and the addition of a toll-free line for telephone calls was an added encouragement to students. By this time the University of Victoria had solved the problem of the lack of library facilities, by enlarging its off-campus library service, Infoline, to include distance education students. The service was easy to access by using the telephone to call a 24 hour available tape system. Student requests received on the tape are mailed within 24 hours. Requests may be for articles books or bibliographies, and there is no fee.

Since then, the University has continued to expand its media choices adding first teleconferencing and then computer-assisted instruction. Today courses range in their emphasis on various media. For a credit course, an extensive print study guide and required readings package may be complemented by pretaped video or television programs, audiotapes, and teleconferencing seminars. Any individual unit may also include posters, transparencies, slides or a floppy disk. Professional and general interest kits use a similar range of media but are designed for independent learners. The development of such a variety of courses and programs using a complex mix of media from print to computer is based on two major principles: that there should be equality of access to the university regardless of distance, work, or illness; and that the quality of all programs should be equivalent to those for on-campus students.

Process

Within the University, the individual academic departments are responsible for the selection of the courses and programs to be offered by distance education. In discussion, with the Extension program coordinator for that academic area, the choices are made on the basis of student need and integration with regular on-campus programming.

A formal proposal is drawn up by the Extension coordinator in consultation with the distance education consultant from the Distance Education Group, the central service unit within University Extension that coordinates the development process, provides instructional design and supervises the production of the instructional materials in all media. The proposal for funds and access to resources is presented to the Priorities Committee of University Extension. The criteria used for acceptance by the committee include:

1. Is a course/program consistent with the stated goals of the sponsoring academic unit and the appropriate programming sector?

2. Is there evidence of need for the material and a viable student group?

3. Does the content lend itself to distance education instructional design, given the current state of the art at University of Victoria, the subject matter itself, and the delivery systems available in British Columbia?

4. Are there financial advantages to delivering the program/course via distance education means as opposed to face-to-face delivery?

5. Has the availability of existing material to meet the same objectives been adequately explored?

6. Are there plans to re-use the material in the next five years?

7. Has an evaluation plan been prepared?

Additionally, there are a number of secondary criteria:

1. Does the target audience extend beyond British Columbia, beyond Canada?

2. Can the material be economically repackaged as a stand-alone course?

3. Does this project involve collaboration with other schools or faculties within the University or with educational agencies external to the University?

4. Will the materials being produced be appropriate for on-campus use?

After approval the development process is the responsibility of a team: the Distance Education consultant is responsible for instructional design and supervision of production of the materials, the Extension coordinator is responsible for project management and liaison with the academic department, and the content specialist, most often a regular faculty member, provides the academic design and content. Specific production specialists (e.g. print, video) join the team as required. The major philosophy of the team is a commitment to the learners to ensure that their learning opportunities will be success-oriented, varied in learning style, and realistic in terms of their professional setting and their time commitments. Most one-semester courses (13 weeks, 39 contact hours on-campus) need at least a year for development, and since students are anxious to be able to plan their programs rather than take random courses, this has led to an emphasis on integrated programs of related credit courses.

The actual delivery of an individual distance education course is the responsibility of the program coordinator, with the prior approval of the academic department. Students are recruited in a variety of ways, depending on the particular circumstances of the professional group. For teachers, school mail is used, while for nurses targeted advertisements in professional magazines and general brochures to previous students are the major recruiting mechanisms. As well, courses are listed in a provincial post-secondary distance education calendar which is updated every semester and distributed throughout the province.

Students are admitted to and enrolled in the University under the same conditions and by the same administrative departments which admit and enrol on-campus students. As with campus students, mail and telephone procedures are common. Similarly, students order their study materials from the University bookstore.

Course offerings are by semester and a regular faculty member (most often the content specialist) is the instructor or tutor supervisor. Instructors contact students most

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often by telephone, either during scheduled audio-teleconferencing seminars or during office phone-in hours. Students do not pay for the costs of their audio-teleconferencing calls.

Student evaluation procedures are designed during the development process and are chosen to most appropriately meet the course objectives and the characteristics of the learners. They include all of those options available on-campus from invigilated examinations, take-home examinations and essays to practical clinical examinations. The program coordinator manages the receipt and return of assignments and is responsible for submitting the final grades to the University.

Outcomes

Distance education offerings continue to expand to meet the needs of adult learners. In 1985-86, there were over 3000 registrations in degree and certificate programs offered by distance education, and students may now obtain full degree completion at the third and fourth year in the BSW; BSN; B.Ed. (final year), B.A. (Childcare), and the Diploma in Public Sector Management programs. Over 250 students will have graduated from these distance education programs by Spring, 1987. As well, the University offers a variety of other credit and certificate programs such as the Advanced Studies in Cultural Resource Management Diploma and the Computer Based Information Systems Management Certificate, single programs of general interest, and independent learning kits in continuing professional education. Recent initiatives include the development of a number of collaborative projects with other institutions. Revenue in excess of $100,00 has been realised to date from the sale of the independent study kits and from the marketing of course materials to other institutions.

Major incentives which encouraged the development of distance education were alluded to briefly in the setting. The provincial government was anxious to expand educational opportunities for adults and its fiscal encouragement of off-campus programming in the mid-70s, the subsequent encouragement of the HERMES satellite experiments, the establishment of the Open Learning Institute in 1978 so that learners might obtain a B.A. by home study, and the formation of a provincial telecommunications network, Knowledge Network, in 1980 all attest to its continued interest in this goal. In order to coordinate university-level distance education offerings effectively and efficiently, the government formed the Open Universities Consortium of British Columbia in 1984. It brought together the three universities, the Open Learning Institute and Knowledge Network in order to pool their academic resources, to rationalize distance education programming, and to ensure course credit transfer so that students could take courses from any member of the Consortium for University credit. Subsequent expansion of distance education in college programs and in general adult education has led to a reorganization and expansion of the Consortium, to the proposed Open Learning Authority, which would include university, college and general programming sectors. Such complex, integrated systems both provincially and within the University are necessary to ensure that the previously identified principles are adhered to: access to university services and the quality of learning materials. But these principles have also to be part of the philosophy of all people who work in distance education. While government fiscal support and student interest has encouraged the growth of distance education as an option for adult British Columbians, it would not have succeeded without the commitment and leadership of those within the University who saw distance education as an opportunity to meet its mandate of providing university education

opportunities for adults throughout the province.

Author's note: In writing this case I have benefited from the generous assistance of former colleagues at the University of Victoria: Larry Devlin, Glen Farrell, Kate Seabourne and Arlene Zuckernick.

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Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name ELIZABETH ELYSEE-COLLEN, STUDENT Phone number _____

Organization ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Street Address 252 BLOOR STREET, WEST

City or Town TORONTO State or Province ONTARIO

Nation CANADA M5S 1V6

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CASE STUDY OF BATHURST HEIGHTS ADULT LEARNING CENTRE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

SECONDARY SCHOOL

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. URBAN urban/rural (density of population) - VERY DENSE

D. _____ worldwide

7. Year(s) covered by the case description 1973 - 1986

SE/1

CASE STUDY OF

BATHURST HEIGHTS

ADULT LEARNING CENTRE

For: Dr. James Draper

Outline of Adult Education
Fall term

From: Elizabeth Elysee-Collen

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A) Setting

Bathurst Heights Adult Learning Center is located in Bathurst Heights Secondary School in the heart of a large densely populated urban area in the North West section of Toronto: The school located near a subway station, bus stops and an expressway, IS VERY accessible.

B) Outcomes

1: Past Evolution

During the 1970's. Metropolitan Toronto began to experience severe declining enrolment among the regular student population. The results were many empty classrooms and a large number of surplus teachers. Eleven years ago the Continuing Education Department of the North York Board of Education, recognizing the need for adult upgrading, basic education and English As A Second Language decided to introduce adult day students to Bathurst. There were already large numbers in adult night school programs. The program began with 22 adult students who were taught core grade 9 and 10 subjects every morning by one teacher.

The credit enrolment doubled every year to reach its peak in 1982-83 to over 800 full time adult students. Bathurst now averages between 700-800 adult students in a total school population of about 1,600. The school rebounded from a severe enrolment decline and has maintained a full composite program for local regular students. It has also involved many experienced teachers in a new and challenging project, who otherwise would have little opportunity for mobility.

GOALS

"Learning is for Life"

Bathurst states the following purpose on all promotional materials.

> "There is a program for you at Bathurst. You'll find a stimulating learning environment, dedicated staff and excellent facilities. Our programs are open to everyone."

The school attempts to give all adult students a successful educational experience by meeting the "total" needs of the adult. It has successfully implemented responsive innovations to accomplish this.

The general goal of the adult basic education program is to assist adults with low levels of literacy to increase their educational level to the equivalent of secondary school students and become functionally literate. Graduates from these programs are encouraged to continue on and complete high school which is the goal of the integrated adult day school students.

The goals of the job training and career programs are specifically job orientated and have been designed to meet the needs of the business community. The goals of the non credit courses are more relaxed but frequently lead to encouraging adult students to participate in credit courses. The goal of the E.S.L. student is to learn English and successfully integrate into Canadian society.

3: Benefits

The school community is made up of adults who are upgrading their skills, preparing for the job market or looking for a second chance to complete high school. Many of the incoming participants have very low levels of education and literacy, have little recent formal educational experience or speak little or no English. The E.S.L. students represent a wide spectrum of society, ranging from those who have little formal education to post graduate levels.

Some of the students drop out of their programs without achieving their objectives. A few leave because of slow

progress or discouragement but most leave because of many types of problems which the school cannot solve such as family, health, work, housing or finances.

Most students report that multiple benefits to them from attending school exceed the time and effort they spent. Evidence of benefits to participants and other people come from several sources: One is the results of evaluation and conversations with participants and the second is the reports of several follow-up research studies of similar programs. Family members, employers and friends also report benefits from the student's progress while principals, teachers and the adult students all agree that the adults have gained confidence, have improved their learning skills, and seem to have experienced a positive and important change, both in their self-image and in the direction of their lives. Most adult students report that they are busier and happier and have developed specific goals, often job-related, usually including completion of a diploma. Former participants also report benefits such as improvement in occupational advancement, increased self-confidence, reduced need for financial assistance, increased literacy, somewhat higher income and successful integration into the Canadian society: There is some evidence that some upgrading student diploma recipients will go on to post-secondary education. It is evident that adult students are serious about education and derive direct practical benefit from it.

The economic benefits to society in the years that Bathurst has been operating far exceeds the total annual program costs. The human benefits to past and present participants and other people associated with them are even greater.

C Process

1: Planning

The Continuing Education Administrator of the North York

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Board has the main responsibility for planning and accountability. The school Principal, Vice Principals, Department Heads and Assistant Department Heads are also involved in planning programs. However, basic literacy and E.S.L. programs are also directly responsible to the Continuing Education Administrator.

Bathurst is unique in Ontario, because it is the only school with adult students where there is a formal process for planning and evaluation. Planning has existed from the time of implementation and the Adult Learning Center operates on a five year plan. The plan entails an integrated model which contains objectives, strategies and planning policies and is partially responsible for the success of the programs because it allows a very complicated system to work well.

2: Methods

The methods, techniques and materials for teaching and learning vary greatly among instructors, depending on the level and content that they teach. They include commercially prepared materials, visual aids, computer based instruction, class discussion, individual and small group tutorial assistance, homework assignments, tests, field trips and co-operative education. Emphasis is always placed on the needs of the individual student, meeting the program objectives and the appropriateness for the adult learner. Changes have been made in placement and promotion procedures such as delaying the decision of grade and level of difficulty to be assigned until the completion of the course. Teaching methodology has been changed to concentrate on acclimatization, learning skills and personal adjustment rather than on curriculum content for the start of a course. More personalized teaching strategies are used.

3: Evaluation

Student evaluation is an ongoing process at Bathurst. In addition to evaluation of learner achievement by instructors which is found in all secondary schools, there are several evaluation procedures used exclusively for adult program improvements. Program records provide information about participants characteristics, achievement attendance, drop out and completions. Opinions of participants are also obtained and summarized, especially when they leave a program.

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Class atmosphere is assessed and student progress is carefully monitored. If a student is not attending, a counsellor will look into the reasons and give assistance or change the program for the student. Current participants are helped to solve problems that might interfere with continuing. Instructors and counsellors report unmet educational needs based on informal comments and observations, as well as more formal evaluation feedback from current and past participants. Evaluation results are reviewed by staff committees for the purposes of performance review and planning.

Formal professional development sessions for teachers new to teaching adults are led by experienced staff while teachers of adult only classes meet monthly as a department as well as informally in their subject areas. A major theme in staff development activities is responsiveness to participants. Staff members discuss ideas about adults as learners and implications for responsive attitudes, methods, materials, procedures, recruitment and social activities.

Some professional development is included in staff meetings which all staff must attend but the extent and type of professional development varies among staff members. It ranges from participation in Professional Development Days sponsored by the School Board to professional reading, taking university courses and being active in adult education and E.S.L. associations. Professional development funds are made available to teachers to attend adult education conferences and workshops, and teachers are encouraged to visit other adult education programs.

4: Participation

Attention to participation is concentrated on both recruitment and retention.

Bathurst Heights advertises actively. It also conducts follow up surveys to ascertain which promotional activities are successful. It is also unique in this regard because no other school markets their programs so successfully. It has display space in the School Board's continuing education annual calendar which is distributed to every

household in North York. The school distributes 120,000 of its own handbills. There is a large sign located in front of the school advertising the learning center. The local Toronto papers also are used at certain times of the year when they have been found to be successful in the past. Bathurst is promoted in every possible way; posters, referrals word of mouth, adult student conferences, education week at Yorkdale Mall, local day care centers and at other special services facilities.

The Principal also must host streams of visitors who wish to view their adult programs and must respond to speaking invitations on the subject of their adult programs. This type of marketing has shown to be successful in the recruitment of many new students.

Registration is a complex intake procedure. Counsellors work with the adult students and they all go through a one-week in-take process to help them feel comfortable with their return to school, and to properly assess and place them. There are adult only Basic Education, E.S.L., and Grade 9 and 10 Academic Upgrading classes. In other courses, adults are in mixed-age classes. Adults are accepted into E.S.L. courses all year long. They are accepted into credit classes until the end of September and into upgrading classes until Thanksgiving with individual exceptions where practical. After this time, adults may attend holding or refresher classes in English and Mathematics until January, when a semestered credit upgrading program for adults begins. Adults arriving after February are no longer admitted to this semestered program but may attend new holding classes until summer day and evening credit classes for adults begin in the school. Adults enrol in courses at the basic, general and advanced level in the same proportions as the regular students, 23, 54 and 23 per cent respectively.

Adult students participate in extra-curricular activities such as the school newspaper and yearbook, and an Adult Student Association plans social events and organizes activities in support of community projects, as well as participating in coaching, office assistance and remedial help to younger students.

Bathurst is unique in Ontario because of the number of resources it has to help students stay in school.

Daycare and childcare (babysitting)) for the children of adults is provided through a preschool observation laboratory program operated by the school. One on-site full-time and two part-time municipal social service workers provide counselling and referrals and arranges various subsidies and benefits for eligible adult students. Two Metropolitan counsellors are also assigned to the school. A breakfast club operates for both adults and children and there is even a special adult only telephone. Transportation assistance is also available for adult students.

The school works closely with community outreach, Ontario Housing, Public Health, Single Mothers Associations, John Howard Society, Ontario Federation of Labour and Opportunity for Advancement. The school also networks with community colleges and other learning centers who offer adults upgrading because expertise can be shared and students can be directed to the institution appropriate for their needs. Canada Manpower refers some of its clients to the school and their counsellors require information about the programs, whereas the schools require knowledge of manpower regulations.

D) Inputs

1: Participants

In recent years between 700 and 800 participants have taken part in the program. 4,000 adults participate in evening classes which operate all year long. In 1983 in a total enrolment of 1,355 students in 500 classes with 87 teachers. Bathurst had 425 adults in 118 classes taught by 50 teachers. There were 225 adult students enrolled in 40 adult-only classes of grade 9 and 10 academic upgrading taught by 20 teachers. There were 200 adult students in 78

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different courses throughout the school's curriculum taught by 30 teachers. In addition, 200 adults took general interest (non-credit) continuing education classes during the day. The numbers have remained constant since that time. Exact numbers vary according to present enrolment.

Participant characteristics vary greatly although the programs tend to serve mainly undereducated adults with somewhat higher levels of literacy who are motivated and optimistic about completing their programs. Studies have shown that there is a correlation between the highest attrition rates and the lowest reading levels. Understandably there are many immigrants in the E.S.L. programs and they are generally highly motivated. They constitute about 25% of the new entrants each year. About two-thirds of the students each year are women. The age range is great, with most participants between 20 and 50 years of age. Many women are on general welfare assistance or mothers' allowance.

Many participants from minority, ethnic and racial backgrounds attend Bathurst, partially because it is situated in a multi-cultural community and a small percentage are blacks who generally live in the immediate area.

The participants have generally experienced low levels of achievement while attending high school or have found their skills and knowledge inadequate given current expectations and requirements regarding work, family, health and citizenship. Some have experienced major problems and are getting a second chance. The exceptions are the E.S.L. students who may have been very successful both at school and in the job market in their own countries. They often acquire a knowledge of English rapidly and are able to integrate into the society quickly.

2: Evolution of Needs

Adult Education in Ontario started slowly and remained limited until the end of the Second World War as job training or retraining financed through federal provincial government

programs usually in the evening in schools or vocational institutes. In the mid 1960's these programs were removed to the community colleges.

After the war, marginal night schools operated by school boards, offering skill and academic upgrading and literacy and citizenship courses, plus since the mid 1950's leisure activitiy courses.

During the 1960's, a number of urban school boards began to offer daytime adult education in small, adult-only programs housei in underused schools or other public buildings. By that time there was a growing demand by adults for educational services that would break out of the traditional view that adults receive what is left over after children have been serviced.

The North York Board, prided itself on innovation and leadership in many dducational fields and during the 1960's opened three adult basic education programs in locations outside of schools during the day. By 1973, the board was holding daytime parenting and mother and child classes in elementary schools with surplus space. In 1975, the program at Bathurst had begun. The greatest need was seen to be an upgrading program to meet the needs of the large number of high school drop outs who found their employment skills inadequate. These grade 9 and 10 upgrading students were encouraged to remain in the school to complete their diplomas in classes with regular students.

The large numbers of immigrants who had arrived since the wa: were also in need of English As A Second Language courses and they were also accommodated at Bathurst. They too could be encouraged to take credit courses once their programs were completed. The demand for Adult Basic Education programs was constantly growing because large numbers of illerate adults were finding it increasingly difficult to compete in a depressed economy.

The accelerating changes in technology both job retraining and skill upgrading were of increasing concern and

many adults needed further education to meet these requirements. There was, therefore, a large potential adult clientele for the level of education offered by Bathurst.

In the meantime, the board had adopted as policy its moral support of adult education by giving fair access to adult students but had given no minimum committment of this support. In this state of limbo, the Continuing Education Administrator and the staff at Bathurst have had to be very innovative to provide adequate programs to meet the needs of the community it serves.

3: Content

The main content areas of A.B.E. (Adult Basic Education) are English and Mathematics which can be taught up to grade 11. A number of specific job orientated programs are offered for adults. The program packages currently being offered are Child Care Aide, Hairdresser, Health Care Aide. Medical Office Assistant, Word Processor and Secretarial.

Regular credit courses are open to all adults who qualify. E.S.L. courses are divided into different levels from beginner to advanced. Four separate levels can be offered as well as preparation for citizenship and the T.O.F.L. examinations. Courses can be desigred to focus specifically on one area such as conversation or writing.

Interest courses in arts and crafts, cooking and other current interest are offered. Courses in life skills, business in your life and physical education have been designed specifically for adults and are offered as direct credit or as equivalent credit courses. Co-operative Education was introduced into the school for adult students, and the in school carrier, World of Work, designed with them in mind.

4 Staff

At Bathurst, the number of teachers is based on the school's predictions, and not on those of the central

office, since experience has shown that the former, based on first-hand knowledge of adult enrolment patterns is more accurate. Also, since a new credit program for adults begins each January for students who arrive in the school after September 30th, additional teachers are assigned to the school half-way through the year.

The Principal and two Vice Principals work with the adults at Bathurst. In addition, there are three distinct administrative positions associated with daytime adult students. There is a Head and an Assistant Head of Adult Education. The Head is allotted 50% of his time to general supervision of adult students and programs, including attendance procedures, liaison with subject departments, advertising and direct supervision of daytime upgrading continuing education teachers. There is also a Head of Adult Upgrading with no teaching duties who reports to the Head of Adult Education and supports teachers efforts in curriculum development for adults and directs the continuous in-take and refresher classes.

One school secretary is assigned to the Department and works in the separate reception and office area on the second floor.

Credit courses are taught by full time federated contract high school teachers employed by the board. Approximately 15 teachers teach adults only, 5 teach some adult classes and 30 teach integrated classes.

Three in-take teacher counsellors work with all adult students and two itinerant special education teachers and two counsellors work only with adult basic education and E.S.L. students. The numbers of E.S.L., A.B.E. and day time non-credit teachers varies according to the numbers of students.

All teachers are certified and have specialized training in their content areas. Teachers are hired whenever possible based on successful adult education teaching experience. The intake staff are all counselling specialists while the A.B.E. teachers are qualified in special education, and the E.S.L. teachers have advanced training in this area.

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Many of the A.B.E. and E.S.L. teachers are former elementary school teachers who are often more successful at teaching adults than regular high school teachers because they tend to be more flexible and innovated. Over the past ten years, despite the salary discrepencies, the adult teaching staff has been quite stable

The school provides office space for the full-time and part-time on-site social workers who supervise the distribution of bus tickets to upgrading students daily, They provide counselling and referrals, arrange subsidized daycare and supplement general welfare and mothers' allowance with work incentive pay for school-supervised work placements. At least two paraprofessionals are employed in the areas of day care and child care.

5) Finances

The education act states that all adults in Ontario have a right to receive elementary education to age twenty-one and the right to seven years of secondary education. The law is vague about time limits and the conditions to carry this out. Schooling is compulsory only up to the age of sixteen and is no longer a right after that age, However adults who qualify can claim the education specified but the school boards are not required to seek qualified adults out. In addition, students who have been out of school for one year are eligible for maturity credits if they are age eighteen. All references to adult education are permissive rather than prescriptive and suggest procedures and services that school boards may adopt. The province is responsible for funding continuing education, A.B.E. and high school credit courses only through the school boards. The North York Board of Education has been able to use the better formula available for the funding of regular high school students for the adults enrolled in regular credit programs. The A.B.E. students are funded as continuing education students using a slightly different formula which is less favourable

to the school board. The non-credit courses are funded using an hourly rated formula.

The federal government pays the North York Board, most of the costs for the teaching of English As A Second Language courses based on the numbers in the program and hours of instruction. The federal government will also pay for some of the job retraining programs. The adults do not pay fees for their programs and this is stressed in advertising. The administration is constantly on the lookout for new government incentive programs and government agencies are approached for grants for paraprofessionals and new projects.

The scattered program funding is reflective of the way in which teachers are employed and paid at Bathurst. The salary schedule for the teachers of adults at Bathurst is fragmented into three separate categories. The credit course teachers receive the salary, seniority and benefits afforded all North York high school teachers. The intake staff and the A.B.E. teachers are paid a salary lower than the federated teachers and work on a year to year appointment. The only fringe benefits they receive are two days sick leave per month non-accumulative and the teacher pension plan. They have no seniority and although some have worked with the board for ten years, would not be entitled to another position within the board if they were laid off. The board's rationale is that they receive less funding for the students the teachers serve. They also argue that their jobs are more secure because they cannot be bumped by federated teachers. The E.S.L., intinerant and non credit teachers are all paid the continuing education hourly rates and also have no benefits, sick leave, or seniority. In the funding game,they are at the bottom and the board covers the cost of these programs by paying them only for the exact number of hours they teach.

The adult programs have the advantage of being able to share facilities, books and materials with the night school and the regular high school, thus keeping down the costs.

About 95% of the total adult program budgets come from government funds with only 5% coming from all other sources and 80% of this is used to pay the instructional staff and administrative costs.

6) Facilities

The adult learning center occupies a separate section on the second floor of the school. The area was chosen to accomodate the needs of adults and contains separate adult only classrooms, spaced close together, an adult study lounge and few stairs. The facilities are modern, clean, pleasant and comfortable. The adults who are integrated into the regular credit courses attend classes scattered all over the school. A portion of the cafeteria has also been sectioned off for them. The adults also have access and use all the specialized areas of the school. There has been a shortage of space at Bathurst and additional space has been utilized in a few public schools in the area with empty classrooms.

E) Influences

Bathurst Heights Secondary School is the only Ontario School which has significantly changed its organization and operating procedures in order to adapt to the needs of the largest adult student population of an integrated school. They have recognized that the needs of adult students are different in many respects from those of regular students. They have provided innovative resource and support services, flexible and convenient scheduling of classes, short courses, morning classes and condensed starting and finishing times. Three separate administrative positions plus a secretary have been created. School rules

for attendance, lateness, smoking and waiving of prerequisites for courses have been relaxed. Many procedural innovations have been introduced, including continuous in-take year round, formation of an in-take team, the changing of some course content, changing of promotion policies, teaching methodology, adult-oriented counselling and staff professional development in adult education. These changes have resulted in development and continuation of a very successful program.

The successful program outcomes and the positive image in the service areas of the community surrounding Bathurst have influenced the program functioning. The positive images and success stories have reached potential participants and also policy makers and have encouraged informal support. Reports about frustration, failure and the inability to use new found skills reduce co-operation and support. The staff at Bathurst are responsive enough to be committed to providing an excellent program to ensure that frustration and failure are kept to a minimum. Program stability and effectiveness depends greatly on the leadership, commitment and hard work of the administrators and staff at Bathurst. To be effective, they must combine technical expertise with a missionary like commitment to helping undereducated adults and have the ability and attitudes necessary to relate to them.

The adults have generally had a positive influence on the staff and administrators. The staff have been forced to accept and meet new challenges while the administrators have discovered new areas to explore, such as marketing, liaison with other agencies, lobbying and counselling. The school has been a good training ground for developing new skills and using different talents. The regular students have also benefited and are quieter and more considerate of others because there are adult students present.

A negative influence affecting the adult program at Bathurst is the unpredictability regarding future funding. As the numbers of adult students increase across the province, more pressure will be placed on the government to establish a clear policy for funding. The outcome of this policy will influence future programs at Bathurst. Some school board

members are reluctant to promote adult education because that would increase costs and the administration at Bathurst is constantly defending the program to senior board officials who don't understand what the school is doing.

The school has found several difficult areas of adaptation. The lack of formal recognition by the district office as an adult learning centre causes a constant battle for teachers and budget after students have been successfully recruited while other schools in the area are being cushioned for decline in enrolment. There has been a loss of some teachers, successful with adults, but with low seniority and the continuous in-take procedures cause a high level of stressful activity and adjustment. Work routines have been altered because teachers must engage in counselling and other non-academic tasks which interfere with the academic curriculum. There has been some concern over the meaning for adult students of a high school credit and a high school diploma designed for pre-adults. Philosophical questions have been raised about having a double behaviour standard and changing procedures and diploma requirements to accommodate adult students. Despite these drawbacks, adults who complete their programs are generally able to achieve goals which are important to them.

Bathurst Heights has responded positively to the contemporary events that have altered the nature of its educational enterprise. Students, staff and the community are all benefiting from this experience and Some adult students are experiencing the full school life they missed in their youth and Bathurst has been providing a significant service to the community surrounding North west metropolitan Toronto.

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APR 9 1987

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Elaine Gaber-Katz Phone number 5300657

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Nation Canada

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

East End Literacy

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A. Literacy

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Community-based literacy

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. urban urban/rural (density of population)

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East End Literacy - A Case Study

Elaine Gaber-Katz

January 5, 1987.

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East End Literacy

One of the most innovative and dynamic contributions to adult basic education in Canada in the last decade has been the development of community-based literacy programs. These programs have sometimes been defined as community development and sometimes as adult basic education. They take the position that participation in the community is essential, both for individual self expression and for social and political empowerment. Illiteracy is seen fundamentally as both a socio-political issue and an educational issue because it encompasses both the demand for the right to read and for the democratic right to participate. Community-based programs, using adult education as vehicle, place the task of acquiring basic reading and writing skills in this broader context of participation. They see this as promoting a holistic view of education which considers illiterate adults in the context of their families, neighbourhoods, workplaces and communities.

Community-based programs accomplish this dual task by creating learning environments which are meaningful, active and encourage participation. Participation in literacy programs takes many forms. Everyone - students, volunteers, and staff - are encouraged to learn about all aspects of the organization and the program and to get involved. Literacy programs are often managed as collectives. The staff, in sharing power with the community, relies on this community

and not solely on administrative confines, to articulate changing needs and directions. Students, volunteers and staff are trained, on an ongoing basis, to participate in the planning and decision-making process. Woven through every aspect of the educational program is the dual emphasis on an ongoing transference of newly acquired skills and the acquisition of better reading, writing, numeracy, communication and critical thinking skills.

Adult students set their own learning goals and select, or perhaps even design, their individualized curriculum materials. Reading and writing skills are learned against this backdrop of respect and encouragement. Because adults with poor reading and writing skills bring to these programs a wealth of experience and knowledge about how they learn, they are encouraged to articulate for themselves and their tutors, which methods will work best. From the beginning these students become actively involved in assessing their reading and writing skills and in selecting useful and relevant learning materials. They participate in a three way partnership with staff and tutors, to establish what kinds of skills they will learn, and how these skills will be taught. Beyond their own initial learning goals, students become active as volunteers in many other areas. They act as resource people for training volunteer tutors; they participate in student-led groups within their programs; they are active in the 'plain English' movement, which encourages the clear, concise, writing of all public

information materials and documents; or they organize events for International Literacy Day, the United Nations declared day of recognition of the problem of illiteracy.

Learners are the focal point of these programs. It is their needs and aspirations which form the basis for the content, and hence the direction of the programs. This is helped by the fact that the context for most of the learning is the neighbourhood. Different aspects of the community become part of the learning environment: volunteer tutors are drawn from the neighbourhood, and the curriculum reflects the day to day reading needs of the learners.

There are half a dozen community-based programs in Toronto, Canada. Although differences exist between these programs, most of them are located in low income neighbourhoods in the inner city core. Each of these programs hold the view that community-based literacy means that members of the same community share responsibility for providing adult basic education.

One such program is located in the east end of downtown Toronto. East End Literacy is situated on the second floor of an old Victorian house owned by the Toronto Public Library. It occupies an open accessible space with a welcoming, informal atmosphere. At any one time within the centre, a variety of students, tutors, volunteers and staff are involved in reading lessons, office work, newsletter production, curriculum development and interesting discussions.

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The area surrounding East End Literacy is densely populated and home to a large number of functionally illiterate adults. Students usually hear about EEL in the community by word of mouth. The majority of student inquiries are self-initiated or are made on behalf of friends or family members. EEL follows up these inquiries by arranging an interview with the learners to discuss their backgrounds, experiences, general literacy skills and educational goals. This interview also includes discussion and informal questioning on educational background, current reading and writing skills, and preferences for one-to-one or small group tutoring. It also serves as an orientation to the program, giving students an opportunity to learn more about the centre and to help them decide for themselves, whether this is the most appropriate program.

While a great need exists for English as a Second Language tutoring programs and for mother tongue literacy groups in Toronto, EEL's neighbourhood consists primarily of English-language speakers. Most are Canadian-born, but about one-fourth are newcomers, mostly from English-speaking West Indies. EEL learners include men and women ranging in age from nineteen to seventy, who may be single or family people, employed or unemployed. An increasing number of younger learners - under forty years of age - have obtained a grade nine education or more. Nevertheless, they are unable to read and write well enough to cope in our print oriented society. EEL learners are more likely to have low incomes

and are more likely to be underemployed if they currently have a job. Many women approach EEL in order to be able to read to and for their children and both men and women hope that increased literacy skills will help them become more employable.

The focus of East End Literacy's program is one-to-one tutoring between these learners and the local volunteers who are trained by EEL staff and experienced tutors. Given that the goal of EEL is to remove barriers to participation in the community through the development of basic reading and writing skills, structured classes with pre-planned curriculum and formal testing are inappropriate. Instead EEL assists learners to draw up plans with their new tutors in order to identify their learning goals and appropriate resources and materials. They work together on a weekly basis for a period of six months. At the end of this period, staff hold individual review meetings with students to help them evaluate their progress, their tutors and the support which they have received. This method has been very successful because it provides students with a meaningful evaluation process.

In order to support these student-tutor pairs, East End Literacy works intensively to recruit and train tutors, to circulate and generate curriculum materials, and to provide encouragement and advice through ongoing contact. 75 learners participate in this program at any one time. While most of the tutoring consists of one-to one tutoring

session, there are also several small groups which are very popular with learners. These groups retain a flexible, relaxed format and use a 'functional' curriculum. They start as a result of shared interests among learners and focus on specific themes or skills such as acquiring a driver's license, student action, parenting, drama and crafts.

The most successful groups at East End Literacy have involved the production of student writing. The development and production of writing has become an important aspect of EEL's approach to adult literacy. The learners' participation in producing their own writing serves to demystify written texts and confirms to the students that their experience and knowledge have meaning and relevance for others.

While recording life experiences with learners at East End Literacy, manuscripts of extraordinary richness and narrative power have emerged. Many of these stories have been published and used by other adult learners in Canada. In 1985 EEL began publishing attractive booklets based on students' stories which were written for the very beginning reader. This series has been very well received by a literacy community desperate for high quality materials for beginning readers.

Much of what is achieved at East End Literacy is accomplished through the efforts of community volunteers. They take the training program in order to become familiar with the community development philosophy which exists at

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EEL. Staff hope that the pedagogical approach used in the tutor training will be reproduced by tutors in the teaching they do with their own students. As a result, the training is active. Volunteers participate in goal setting, discussions, activities and evaluation.
The training package has been designed to be flexible and expandable, and materials and methods are continuously changing as experienced tutors come up with new ideas.

Within the training, volunteers are asked: who is illiterate in our society? Because of the nature of illiteracy, they are asked to consider the relationship between poverty, unemployment and illiteracy. Illiteracy is analyzed in a variety of ways, but one important aspect of a community-based program's analysis is the socio-economic dimension.

Tutors are also asked to consider the implications of illiteracy for the individual, the community and for society as a whole. Furthermore, the training looks at creative teaching methods and strategies for adults learning to read and write. In all cases the tutors strengths are considered in the way that staff hope tutors will consider their students' strengths. At the end of the training session tutors and students are matched.

Volunteers usually stay with the program for more than 2 years, although they often only tutor for one of these years. Many of these tutors become further involved in the organization by joining the community Board of Directors or

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one of its committees, such as, program, press, evaluation, personnel, and funding. Because these committees play a vital role in the decision-making structure of the organization, it is the role of staff to ensure that Board members are well informed about the issue of literacy and knowledgeable about the organization.

EEL's small but successful program is but one example of what is taking place in many communities across Canada. And Canadian adult basic education practice is very much being influenced by this emerging literacy movement. Programs such as East End Literacy are beginning to document what they are doing and they are already challenging long held notions on literacy and participation. There is much to look forward to as this 10 year old movement continues to develop and mature.

About the author....

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Patricia A. Rundle Phone number 1-416-623-2251

Organization Ontario Institute for Studies in Education

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Nation CANADA M5S 1V6

2. Check whether this case is based on

( ) an actual program

(✓) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

A Learner-Centered/Social Services model of A.B.E.

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Literacy/Adult Basic Education

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

School boards & municipal Soc. Serv. Dept. – urban model
Community Advisory Bd. (Voluntary) – rural model

6. Basic characteristics of service area n/a

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

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A LEARNER-CENTERED/SOCIAL SERVICES MODEL

of

ADULT BASIC EDUCATION

Pat Rundie

December, 1986

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ACKNOWLEDGEMENTS

My initial preparation for this paper was to study the reports of two Research Projects prepared by Research Teams from the Department of Adult Education at The Ontario Institute for Studies in Education.(1) These reports provided me with a thorough understanding of the background and philosophy of the model. They included the results of interviews with many teachers and administrators as well as reprints of papers prepared by persons who had extensive practical experience with these programs.(2) When I had learned what questions to ask, I spent a day with Fred Ryan, the primary force behind the original program and consultant to most of the others. I also interviewed Wendy Tyrer, course conductor of the Trenton, Ontario program; spoke with Ethel Anderson, a former teacher in a Toronto program; and spent a day with John Herda and his staff and students at Monsignor Fraser College, an Adult Basic Education Day School in Scarborough, Ontario. I have identified direct quotations used in this paper, but many of the concepts, and even the words used to express them, were repeated by several of these sources and have not been attributed to any one of them. My ability to accurately describe the principles on which these programs are based and the preferred methods of their implementation can be credited to the quality of the earlier research and to the generosity of the people who freely shared their time and knowledge with me. My thanks to all of them.

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1. See Towards a Model of Adult Basic Education For School Boards. Research Team: R. Herman, Project Director and Principal Investigator; Dr. J. Draper, Principal Investigator; M. Schmidt, Research Officer; D. Cullen and J. Horsman, Graduate Assistants. 1982.
and, A Social Services Model of Adult Basic Education (A.B.E.). Research Team: R. Herman, Project Director; L. Moore, Research Officer; F. Ryan, Consultant. 1984.

2. See in particular a paper prepared in 1984 by Stella Collins for presentation to a Professional Activities program for Metro Toronto's A.B.E. teachers printed in A Social Services Model of Adult Basic Education (A.B.E.) page 23-26,
and, "Adult Basic Education: A Discussion Paper on Design" prepared by F. Ryan, P. Zakos, and P. Beattie of Loyalist College, Belleville, Ontario in 1981 and printed in the same report as an Appendix, p. 116-148.

Pat Rundle
December, 1986

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INTRODUCTION

The purpose of this paper is to describe a Learner-Centered/ Social Services model for Adult Basic Education Day Schools. The description is based on a design conceived in Canada in 1968 which has proven to be both very successful and transferrable. The model provided here does not describe a single program, but reflects the original concept plus principles and policies which have evolved through the implementation of the design in a number of locations, both urban and rural, over the past eighteen years. Although some statistics are used, this description emphasizes the philosophy of the design and the methods used to achieve its goals, rather than specifics such as numbers served. During eighteen years of implementation, as the persons involved have changed, some of the programs originally based on this design have begun to slip away from its central principles toward a more traditional model. A secondary purpose of the paper is to identify the areas where "slippage" may occur and threaten the integrity of the design. It is hoped that the information presented will both inspire practitioners to try the Learner-Centered/Social Services model and prepare them for some of the problems which may arise when persons who retain a loyalty to a more Program-Centered philosophy become involved with program delivery.

SETTING

In 1968, Canada was only beginning to be aware of the illiteracy problem within its borders. In that year, the Economic Council of Canada stated that in a country which enjoyed one of the highest standards of living in the world, the existing levels of poverty and illiteracy were "more than our society can tolerate, more than our economy can afford, and far more than existing measures can cope with."(1) The Council went on to say "it seems clear that provision of adequate education generally, plus deliberate specific efforts to help those whose family circumstances tend to discourage persistence in education, must form a highly important part of policy against poverty."(2) In 1986, the Secretary of State for Canada has been asked to bring recommendations with regard to combatting illiteracy to the Prime Minister and Cabinet on an "urgent basis". A recent task force on illiteracy sponsored by the corporate community has estimated that illiteracy could cost the Canadian economy as much as $3 billion annually.(3) Clearly, in the past 18 years very few strides have been made in reducing the rate of illiteracy. However, a few programs such as the model described here have had a major impact on the lives of individuals, many of whom had given up hope of taking control of their own lives.

It is estimated that as many as 20% of Canadians have less that Grade 10 education (the Canadian definition of

functional illiteracy), while as many as 5% are completely unable to read and write. Statistics also show that the popular view of illiteracy as primarily a problem of immigrants, older persons, and urban populations is a myth we cannot afford to perpetuate. Our own school systems are continuing to turn out students who do not have the literacy and numeracy skills necessary to fully participate as workers, parents, and citizens in today's society. Until this circumstance changes, it is necessary to develop adult basic education programs which are not merely repetitions of the systems in which so many students failed.

The model described here was developed not as a response to illiteracy statistics, but as a result of the search for meaningful service for families who had a lengthy history as recipients of public assistance and other social services. Clearly, a common need was academic upgrading, but the adults in these families had failed in their original schooling and had been through a variety of academic and vocational programs without success. This program was seen as the last chance to break into the Welfare cycle in which these families were trapped. The first program based on this model was situated in a major metropolitan area in Ontario. As the program grew, new locations were opened within the city core as well as in the neighbouring boroughs. Approximately eight years ago, the first rural adaptation of the model was begun in a small city in a predominantly rural area. Three more schools have since opened in the rural municipalities in that

county. In the urban model, the providers have been the municipal Social Services Dept. and the Board of Education for each district. In the rural model, a Community Advisory Board established specifically to administer the program takes the place of the Social Services Department.

OUTCOMES

1. Philosophy

The concept for this Learner-Centered/Social Services model of Adult Basic Education began with the recognition that if the target population was to be reached successfully two basic principles must be strictly applied--the only criterion for admission would be that the adult wished to be there, and there would never be sufficient reason to put anyone out of the program.(4) The beliefs that everyone can learn and that everyone has the right to appropriate educational opportunities are central to the philosophy. Based on the desire to attract and retain the most undereducated members of our society, the following goals were established.

2. Goals

The points below summarize the goals of the program.

--To provide academic upgrading for persons who are illiterate or functionally illiterate, particularly those with less than Grade 5 education.

--To specifically recruit learners who have a history of long-term use of public assistance and other social services.

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--To provide a learning milieu which does not duplicate the systems in which the students have previously experienced failure, but one which respects the learner as an adult with a wealth of experience and knowledge which s/he brings to the program.

--To consider the personal growth of the individual, socially as well as academically, to be a primary objective of the program.

--To meet the stated needs of the learner.

--To enhance the self-esteem of learners who doubt their existing knowledge and ability to learn.

--To assist the student to establish realistic personal and employment goals.

--To prepare the learner for employment or additional educational opportunities, when these are realistic goals.

--To provide a supportive learning environment for each student until s/he feels ready to leave.

--To provide opportunities to develop work-related skills in a non-threatening environment.

The first 9 of these goals were part of the original concept of the model. The final objective was added in 1971 when a Work Activity Program was established.

3. Benefits

Although practitioners hope to offer this opportunity to as many undereducated persons as wish to attend, success is measured not in terms of numbers of students entering and

leaving the program, but in the improvement of individuals. This improvement is described in terms of academic, social and personal growth. In 1973, a study of one of the urban programs indicated that of 176 students who attended the school in a 10-month period, 75% were either employed or still in a learning situation 4 months after that period.(5) Similarly, in February, 1982 a report indicated that of 200 students who attended another of these programs during 1981, approximately 85% were still attending, employed, or involved in training programs in areas as varied as hairdressing, journalism, computer repairs, and native leadership.(6) Most statistics show that the less educationally and economically advantaged we are, the less likely we are to take advantage of adult education opportunities. This model has provided Ontario with data that "show people in a severely disadvantaged state will participate, progress and move on to be more educationally and economically advantaged."(7) What the figures do not show is the personal growth and self-esteem gained through successful participation--the most important benefits to the individual.

In addition to the benefits to the learners, programs based on this model have demonstrated a "ripple effect" to family and friends. Students who are succeeding will bring others into the program. Parents are not only better able to provide for their children and to help them with their school work, but they will also teach them the value of education and the joy of learning. Of course, the final beneficiary is

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the larger community which benefits socially and economically as these learners take their places as fully participating citizens. Studies have shown that this program not only greatly increases its graduates' ability to maintain employment, but there is also a significant decrease in use of health and social services which are paid for by the taxpayer.

A number of the programs, both urban and rural, have been the subject of a Research Project completed in 1984 by the Department of Adult Education of the Ontario Institute for Studies in Education. Members of the Research Team were very impressed with the potential value of the model. In the urban programs, cost recovery analyses completed annually by the Social Services Dept. with respect to the Work Activity Program have clearly indicated that "the program is an investment in the lives of people which has a social benefit and an economic return."(8)

PROCESS

This program is being described as a Learner-Centered/Social Services model for Adult Basic Education Day Schools. An understanding of the way in which these terms are being used may be helpful before the processes used in the implementation of the model are outlined.

--Learner-Centered: Almost all educational providers, whether teachers or administrators, would assert that their

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programs are "learner-centered", that is that they are designed with the best interests of the students as their primary concern. However, the fact remains that traditionally programs are designed first and then students must fit into them. In this model, the program is not pre-defined. The resources are made available and as each student joins the learning community an individualized program is designed specifically to fit that student's stated goals. That is, the definition of "learner-centered" used here describes a learning opportunity in which the student does not fit the program, the program fits the student.

--<u>Social Services Model</u>: In the urban design, the Social Services Dept. of the municipality is the originator of the program and senior partner in its administration. Because many student referrals come through the Department or related social agencies, this school has a clearer role in concerning itself with the personal and social growth of the learners than do programs initiated by traditional education systems. It is understood that problems in such areas as welfare, child care, legal and health issues, and interpersonal relationships will affect motivation and concentration and must be dealt with before learning can take place. Therefore, in this school, Social Services cousellors are part of the staff and are available to the students daily. In current rural implementations, this service has not been available. There, teachers often assume a dual role as counsellors and maintain strong contacts with local social service providers.

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--Adult Basic Education Day School: Adults in this model are persons 18 years of age and over who are undereducated. The Basic Education provided includes upgrading to a Grade 12 level, with emphasis on literacy, numeracy, and life skills as defined by the learner. Unlike many A.B.E. programs, there is no achievement level too low for admission. The schools usually operate during the day from 9 a.m. to 3 p.m. and are open year-round. ("...because adults' lives are not on a September to June schedule."(9)) The school is open at a time when the learners' older children are in school and subsidized day care is available for younger children. Most students are unemployed so the day-time hours are not problematic. In fact, they provide the student with a reason to schedule their day as workers do, and thereby develop a habit that will help them retain a job in the future. For those who are employed, some programs offer evening classes. Although social goals are important in this design, it is indeed a school. If the academic component is minimized, the students are being cheated. The overriding purpose is not easy accessibility to social services, but social growth through academic progress.

1. Program Administration

A unique aspect of this model is that it was initiated not by a traditional educational institution, but through a Social Services Dept. However, the Board of Education did become involved at an early stage in the development of the original program. Its participation was accepted on condition that it

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would adhere to the philosophy and principles of the model and that the Social Services Dept. would retain control of policy development and input into hiring. The design calls for the Social Services Dept. to provide space, student referrals, counsellors, and a Work Activity Program. The school board pays for teachers and course materials. The community provides volunteers and students. In most areas the school board designates the program as part of its Continuing Education program and the Director acts as liaison person.

In the rural implementation, where the local Community Services Dept. does not have the resources to become directly involved with the Adult Day School, a Community Advisory Board is established as the first step in providing this type of program for the community. It is this group's responsibility to lay the groundwork for the school--enlisting the co-operation of the school board, developing goals and objectives, finding financing, preparing job descriptions, and making contacts with social agencies both as a source of referrals to the school and to use later when seeking services for students. The Advisory Board also provides space, usually through fund-raising activities, and continues in an administrative capacity after the school is established. The school board pays for teachers and materials, and the community in this case provides social services, students, community work placements, and volunteers, including those on the Advisory Board.

Individualized student program planning is a joint responsibility of the learner, the teacher, and where applicable, the Work Activity Supervisor. Teachers also have a great deal of autonomy in choosing appropriate content and resource materials based on each student's identified areas of interest and level of ability. It is highly desirable to have a Progam Co-ordinator whose principal function is to assure that the program policies and their implementation remain in line with the basic philosophy and goals of the design. Program evaluation and planning for new programs are the responsibilities of the Social Services Dept. and the Board of Education in the urban model. In rural programs, these are responsibilities of the Community Advisory Board (which also fulfills the duties of Program Co-ordinator) and of the Board of Education. It appears that in most locations, the obligations of the School Board are carried out by the Director of Continuing Education with most trustees having relatively little knowledge of the program.

Establishment of additional programs within a district is based on waiting list for existing programs. Administrators warn against formal needs assessments. Attempts to establish numbers of potential students would raise expectations for services which are not immediately available. This would be especially cruel because the target population is among the most disadvantaged in our society.

2. Methods

a. Intake and Placement: Continuous intake is an essential policy of the model. For many students, the decision to attend may have been reached after months of self-doubt and distrust of any education program. It is therefore vital that students be interviewed and placed ih a classroom on the first day they attend. It is desirable that new programs begin with only 2 or 3 students so that they and their teacher establish a learning community. Then as each new student arrives, the current participants are expected to take responsibility along with the teacher for welcoming the new learner and making him/her comfortable.

Formal testing for placement is often very threatening and may actually cause a potential student to quit before s/he's begun. Informal testing completed by the teacher may be more appropriate for most new students. In programs where classes are integrated with learners at all levels of achievement, the student can be placed without fear of having to switch classes later. The student must be encouraged to take responsibility for letting the teacher know if the material is either too difficult or too easy. This will happen if the student is made comfortable at the outset and the teacher is clearly identified as a learning partner--not an authority whose decisions must always be right.

b. Teaching methods: Teaching methods are based on an adult relationship between learner and facilitator. Instructors

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often find that adults learn more quickly than children, and adults are expected to take more responsibility for their learning. Students progress at their own pace; there is no curriculum to cover in a set period of time. If it is necessary for students to be absent, they do not fall behind in their work because each is following an individual timetable. Similarly, this arrangement allows students to attend on a flexible schedule so that successful participation at the school does not have to be at the expense of other obligations. Discipline in an adult school is not something that the staff provides, but something which is given to the students so that self-discipline is enhanced.(10) Although there are sometimes behavioural problems and arguments among students, the informal environment and the availability of counselling defuse difficult situations. In cases where a student is interfering with the learning of others s/he will never be put out of the program but may be asked to take a "holiday" until problems are cleared up. In most cases, students will work to change their behaviour so that they can return to the class. The approach is one that both supports the individual who is disruptive, and teaches the necessity to respect the rights of others.

Once the teacher and student have worked together to establish a program plan, the student is expected to call on the teacher only as needed and will frequently turn to other students for assistance as well. If a few people are ready

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to learn new material at the same time, the teacher may work with them as a group. Generally speaking, the students at the lower grade levels need individualized instruction, while those at more advanced levels can function well independently or with groups when new lessons are taught. Some teachers enhance the community atmosphere by having a time each day when everyone reads together. The more advanced students help the newer readers and time is taken to discuss the material with all encouraged to participate. Teachers have indicated a preference for the "one room school" model.(11) If there is a full range of levels within the class, it makes integration of new students easier, as well as providing more opportunities for peer tutoring. Teaching done by students is not seen merely as assistance to the teacher and recipient student, but also as a valuable opportunity for the giving student to strengthen her/his knowledge, to gain confidence in what has been learned, and to learn to communicate that knowledge to others. However, peer tutoring cannot be forced. The teacher should provide opportunities and encourage student involvement, but a successful match is dependent on the individuals.

c. Volunteers: In a discussion paper on the model, one of the originators of the very first program based on this design wrote, "The volunteer in this approach to education delivery is not merely an adjunct but an integral part of the delivery system."(12) In that program, the first teacher was a volunteer. Only after the School Board became involved was

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money available to pay a teacher. Volunteers augment staff time and can assist in many ways such as one to one tutoring, clerical work, helping to prepare resource materials, listening to reading, and writing out compositions for students not yet able to do so. In addition, volunteers are an important link with the community in terms of values, attitudes, public relations for recruitment of other volunteers, fund raising, etc. They represent the belief that the school is a part of the community and that the students deserve this opportunity to develop their ability to participate more fully in community life. Volunteers also bring an energy and idealism that is a commitment to the philosophy. They are not concerned with holding a job, and are not bound up in day to day administrative problems, therefore volunteers can serve as a means of reminding staff of the goals and objectives of the program. In this way they play an important role in program evaluation. In the rural implementation, volunteers take on an even more central role as administrators through the Community Advisory Board.

d. Work Activity Program: In 1971, the Social Services Dept. initiated a Work Activity Program as a complement to the academic component of the school. The W.A.P. does not offer training, which is available through other programs, but gives participants a chance to develop basic employment skills such as being on time, regular attendance, following instructions, and working co-operatively. Potential students are referred to the Work Activity Program by Social Services.

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Only when the learner feels ready is s/he moved into the academic program. Some persons attend the W.A.P. only and are never students at the school; some continue to work in this sheltered environment while they attend the school part-time; others eventually become full-time students. Ideally the workshop is situated adjacent to the school. When this is not possible, work activities are created as a support system to the school community--e.g. repairs, clerical duties, assisting physically handicapped students, and custodial work. Students are paid an incentive allowance on a sliding scale dependent on performance in the following categories: attendance, attitude, work quality, use of time and consistency, knowledge of vocational strengths and weaknesses, specific skills, initiative and leadership, choosing realistic goals, and job seeking skills. An "Other" category allows adjustment for exceptional work. The maximum allowance has been $100 per month--set according to the amount of income a person on public assistance is allowed to earn without losing benefits.

The W.A.P. is staffed by counsellors who set up the work programs. If the students are attending the academic program, the teacher is consulted as well. The purpose is to allow the students to see how their performance would relate to a regular job. The students' input is considered very important and they are permitted to question the evaluations on which their allowances are based.

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In 1972, the Ministry of Community and Social Services completed an evaluation of the Work Activity Program. A group of "graduates" were compared to a control group. In both groups equal numbers of persons were able to get a job, but two out of three W.A.P. graduates maintained employment and independence from public assistance, compared to one of three in the control group. It was also found that those who attended the academic program as well as the W.A.P. attained a slightly higher percentage of financial independence. The Evaluation Report included the following statement: "The same philosophy underlies the school and the work activity. Constant reassurance, reality testing, the chance to act rather than to be acted upon..., and the taste of success are used to raise and buttress self images battered by constant failure. Expectation rather than acceptance is stressed; aspirations are encouraged. The motto of the school is, 'Happiness is finding you are not so dumb after all.'"(13)

In the rural programs that have been developed to date, there have not been opportunities to establish facilities equivalent to the Work Activity Program. Rural programs can set up work activities at the school as outlined above, but do not have the finances to offer the incentive allowance. Students can be placed at businesses in the community in the manner of traditional Co-operative Education programs. However, these are not the sheltered arrangements offered by the W.A.P. programs which are operated specifically for those on social assistance who may need a very gradual development

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of employment re-entry skills. The employers involved in such community placements must be attuned to the philosophy of the Adult Day School.

3. Participation

Recruitment of students occurs through referrals from the Social Services Dept. and other social service agencies. A program can be considered successful when a sizeable percentage of new students are self-referrals as a result of the recommendations of other participants. In the urban implementations, most of the programs have grown quickly and some have waiting lists. One suburban area has expanded less rapidly and recruits effectively through press releases, advertisements and word-of-mouth campaigns. In the rural model, the Community Advisory Board and the local social service agencies assist in making the community aware of the program and of the extent of the need. Because of the low population density, rural programs build much more slowly. In Ontario, the provincial Ministry of Education's funding formula helps to compensate for this disparity.

Many of the barriers to participation, such as problems with transportation, child care, and finances, are addressed by the counsellors at the school. Urban students are given free transportation tickets and rural learners are allowed to ride the Board of Education school buses. Counsellors help the students arrange free or subsidized child care, explain the program to Welfare and Unemployment Insurance workers so that

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benefits won't be cut off, and help in other ways to smooth the road to participation. Perhaps the most significant barriers are attitudinal. The students often see education in terms of failure and doubt their own ability to learn. In addition, attending the school may mean admitting to illiteracy for the first time. This can be particularly difficult in a rural community where everyone is known. It can also be threatening to relatives and friends to have someone close to them attempt to change the status quo. The supportive nature of the program is designed to acknowledge these types of barriers and to assist the student in overcoming them.

An important aspect of the program is that attendance is voluntary. Some referring agencies attach conditions to attendance and a few students are sent through court orders. Although some of these referrals are successful, it is always preferable to have students make their own decisions to attend. In doing so they have already taken the first step toward success.

Retention of students is most difficult at the beginning while there are still more pulls away from the program than toward it. The longer the students stay the more they become part of this new community and the more confidence they will have in their ability to achieve their goals. Because they are treated as adults and are asked to share responsibility for the well-being of the community, they know that their

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absence will be felt. In addition, students begin to experience the joy of learning, and witness the "ripple effect" on their family and friends. These are all powerful reasons to stay.

If students fail to attend for a few days, the staff or other students contact them to encourage their return and to offer help with any problems which may be causing the absence. When students drop out due to illness, family responsibilities, temporary jobs, or just because they're not ready to make a commitment, they are allowed to re-enter as many times as it takes. Experience has shown that eventually they will all stay.(14)

INPUT

1. The Learners

The model described here specifically reaches out to persons on public assistance but the program is open to anyone who wishes to be there. Although these learners are undereducated, they share many characteristics with all adult learners. They bring a wealth of life experience to their learning which must be valued and related to their studies if interest is to be maintained. Some students are illiterate because of chronic childhood illness or, in the case of some older students, because they were forced out to work at an early age. However, there are two common reasons for illiteracy among students under 40. The first is that the

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school system pushed them through the grade levels without ever providing the individual help these students needed to gain basic literacy or numeracy. Consequently, at age 16 they quit school and went to work in dead-end jobs or were unable to find employment at all. The second common reason is that they were labelled as slow or retarded and were never really given the opportunity to develop their full potential. This design includes a specific policy to avoid all previous records and labels. If the students wish to be there they are accepted in spite of previous labelling as mentally or emotionally handicapped. There have only been a few cases where disabilities were so severe that the student had to be referred elsewhere. Resistance to providing this opportunity for handicapped adults has come from outside the school. Learning leads to empowerment, and practitioners tell of conflicts which have occurred as students became more confident and wanted to take responsibility for their lives. By encouraging adult behaviour at the school, teachers have found themselves in opposition to some family members and care agencies who expect the student to continue to behave with a childish dependency.

Students range in age from 18 to 65+, and there is a wide range of ability among them. Some may need only a few weeks to establish Grade 8 equivalency while others may need several years to attain functional literacy and numeracy or to qualify for training programs. Students with different ethnic backgrounds may enter the programs after completing

ESL (English as a Second Language) classes, however the majority of students are Canadian-born. The balance of age groups and of males and females will often vary according to the programs currently being offered by government. For example, one adult day school had a lot of young women registered until a new government outreach program focussed on employment preparation for single parents. Other factors which may affect student population might be location and accessibility for the handicapped. Students may attend as part-time or full-time registrants. Attendance on any given day is usually 45 - 60% of those registered.

2. <u>The Staff</u>

Everyone involved with Learner-Centered Adult Basic Education is agreed that the essential element for success is the teaching staff. With declining enrolment in the regular school system, there may be a tendency to simply shift redundant staff to the A.B.E. system. However, teaching in this model is very different from teaching children, and teaching individuals is quite different from working with groups. One of the most important characteristics mentioned by those involved is flexibility. Teachers are not able to plan ahead and follow a set curriculum in this model, therefore they must be able to adapt their knowledge and methods to each new student's needs. This requires a person who is able to relate to many different types of people in an open, non-threatening, and sensitive manner. The teacher in this design is not an authority, but a facilitator. S/he

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must help the students identify their strengths and weaknesses and develop a program accordingly. The most important factor in choosing teachers is ascertaining that they fully understand and accept the learner-centered philosophy of the program. If teachers have any feeling of superiority to the students, then they have no place in the program. Instead, they must see themselves and the students as peers--learners in a learning community. This is not to say that they cannot acknowledge that they have skills and knowledge to offer to the students and that their responsibility is to facilitate that learning, but the teacher must see the students as adults who are under-educated, not inferior, and who will in turn have a great deal to teach the teacher.

The ideal method for recruitment of teachers is by asking them to work as volunteers or supply teachers in the school for long enough to be sure that they are suitable and ascribe to the philosophy. Most teachers have taught in the regular system previously. Only recently have a few teachers been aware of the program and chosen this area at the start of their careers. There is still no specific training available for Adult Basic Education in most teacher training programs. One of the originators of the design teaches in a Community College program for Social Service Workers. Because of his involvement, one student from his class went on to achieve her Bachelor of Education specifically to work in the Learner-Centered A.B.E. program. Another student from the

same college course has been hired as "course conductor" in one of the rural programs without taking teacher training. Because the rural programs do not have on-site counsellors, this person sees herself as a social worker--although she acknowledges that her primary responsibility is to facilitate the academic improvement of her students. Her interpretation of her role is an area of concern for the school board liaison. This raises the question of whether the instructor in a Learner-Centered school should be a qualified teacher.

Researchers have been surprised at the low level of "burn-out" among teachers in these programs and at the high level of dedication sustained over time. They did find some evidence that teachers who had had some background in working with adults and chose to move into the A.B.E. field, were most likely to remain.(15)

In the urban model, staff includes a Social Services counsellor who is present at the school on a regular basis--full-time for larger programs. Counsellors have also found their work in this program to be different from other work they might have done with the Department previously. Frequently Social Services workers find themselves serving more as representatives of the agency then advocates for the clients. In the school, that priority must be reversed. A counsellor's first obligation is to the students, helping them with problems and interceding on their behalves with other agencies. This requires a period of adjustment for the

counsellor. Similarly, many students have had a great deal of experience with social workers and have developed guarded attitudes in their relationships with them. Only after counsellors have been in the school for a few months and have proven their dedication to the students will the latter completely trust them. An important characteristic for both teachers and counsellors is their ability to work with each other without professional jealousies, and to develop and maintain good contacts with other social service workers.

3. Content

In Learner-Centred education, the student is the curriculum.(16) The initiators of this design realized that, "All too often the skills, knowledge, attitudes and experiences of illiterate adults are either minimized or completely ignored by educational programs."(17) Content does not begin with what the student should know, but with what the student already knows. Many demonstrate considerable intelligence in the coping skills they have developed, but do not recognize their own ability. For example, even those totally unable to read or write have learned hundreds of symbols to identify their names, the streets in their neighbourhoods, the places they shop, and the brands they buy. If the first reading lesson reinforces this knowledge, then the student will begin to recognize that s/he does have the ability to learn, and the first major barrier to participation will start to crumble.

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It is the school board's responsibility to pay for resource materials, but there is rarely any expertise among Board staff as to what to buy. Therefore is is usually left to teachers to select the materials. Although there are now some good adult basic education materials available in some parts of the world, the best resources are often those designed by the teacher specifically for use with a particular student, or those chosen by the student her/himself. If the student comes to the program asking to learn to read so s/he can get a driver's license, then it is important to use the driver's manual as a learning tool. Other students may want to be able to read a recipe, know the parts of an automobile, write their own cheques, or read to their children. In Learner-Centered education, the first step is to try to meet the stated goals of the students. It is hoped that as the student experiences success in meeting these needs, s/he will want to continue to learn and will then expand into other areas.

In traditional education, curricula are planned in advance to cover a specified amount of material in a set time frame. In Learner-Centered programs, the student progresses through an individualized program at his/her own rate. If the student's goal is to achieve a certificate for a certain grade level, then the learning will be directed toward that end, but will not take the same form as programs designed for children, or even for other adults in the class. The school is authorized to give credits in English and Math as well as for a course

in employment skills which is usually taught by staff from a secondary school Student Services Department. As students progress, teachers will use texts from other courses such as science, law, and history, as well as newspapers and other popular materials, so that the student is exposed to a variety of content while improving her/his language skills. If advanced students wish to get additional credit courses, they can do so at a neighbouring secondary school. Students are encouraged to take responsibility for selecting their own content focus and directing their learning, although the degree to which they do so will vary according to their motivation and the level at which they are achieving. Essentially the standard for the curriculum is its interest and usefulness to the student.

4. Improvement

The first measure of improvement should be the self-assessments of the learners. They must believe that attendance at the Adult Day School is meeting their needs and has improved the quality of their lives. From an administrative point of view, improvement can be defined in terms of both academic and social growth. To measure academic improvement, use of standard testing varies according to teaching styles, learner demands, levels of ability, and the need for specific credits for diplomas or admission to other educational opportunities. Another influence may be the demand of school board administrators for quantifiable proof of academic achievement. Many

teachers prefer to limit testing, and employ immediate feedback during instruction and marking of asssignments. This provides opportunities to give positive reinforcement and remind the learner of what they have learned. Formal testing tends to put too much emphasis on what wasn't learned. Particularly at lower levels of achievement, teachers try to deter students from thinking in terms of grade level. This leads to a comparison with children which is demeaning and discouraging for the adult. Improvement in a Learner-Centered school is never measured on a basis of competition with other students. Instead the learning community works together to help the learner compete with her/himself.

Practitioners have noted that, "Experience has shown that social growth will almost incidently, go hand-in-hand with academic achievement."(18) Habits such as regular attendance, being on time, paying attention, and co-operation are not requirements for admittance, and for some students development of these habits will be clear evidence of social improvement.(19) Similarly, decrease in use of social service and health agencies is also a quantifiable measure of social growth. Less measurable but more important are increases in self-esteem and the removal of the students' attitudinal obstacles to learning so that their search for learning will not end when they leave the school.

From society's point of view, the ultimate measure of

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improvement may be to see the student obtain secure employment and financial self-sufficiency, and this is in fact the final outcome for many learners in this program--including some who had given up all hope of attaining that goal. However, this outcome is not achievable for everyone. It is the duty of staff to help students set realistic goals and develop enough confidence to take pride in what they can achieve, even if that differs from society's expectations.

5. Facilities

A basic policy of the model is that Learner-Centered Adult Day Schools are not located in traditional school buildings. Boards of Education have tried to encourage some of the programs to take advantage of available space within regular schools, but practitioners have preferred to avoid this association with traditional child-oriented programs and to establish adult communities with their own atmosphere and standards. The first program was held in the basement of an emergency housing unit. As it grew it moved to a warehouse which the students helped to renovate. Since that time a variety of community locations have been used. For example, in one area a library was chosen because of its proximity to public transportation, non-threatening atmosphere, and available space. The goal of practitioners is to create a flexible, relaxed, comfortable, yet business-like milieu which demonstrates a respect for the learners as adults. In addition to classrooms, locations usually include a

kitchenette, communal space, and small rooms for individual counselling. Classrooms use a combination of tables and desks, but these are utilitarian objects, not symbols of a structured environment as in traditional classrooms. It is expected that adults will assume responsibility for their physical needs and will adapt their surroundings to make them comfortable and suitable to their requirements. If the program is to be truly available to all students who wish to be there, the school should be accessible for the disabled and provide computers and other equipment to facilitate learning for this group.

Proximity to secondary schools enables students to use facilities there such as sewing rooms and auto shops, and to take credit courses toward diplomas while still attending the Adult Day School. This proximity is also important in rural areas where students use the regular school buses for transportation, and where Child Care may be provided through the secondary school. Practitioners have indicated a preference for several smaller facilities located throughout a district as opposed to one large facility. The advantages are both physical, for example increased accessibility, and social, because it is easier to create a feeling of community in a smaller school.

6. Finances

The program is provided free of charge to the students. There are 3 basic sources for funding--the municipal, provincial, and federal governments, private donations, and special grants.

(i) Municipal: In the urban model, the municipal Social Services Dept. provides space and on-premise counselling services. In both the urban and rural models, municipal assistance is also provided in such forms as child care, welfare, and social service programs.

(ii) Provincial: The major source of funding for these schools is the per diem rate paid to the Boards of Education by the Ministry of Education for students enrolled in credit courses. In addition, the Ministry of Community and Social Services has contributed funding to the Work Activity Program. Social services provided through the province, such as free health insurance and drug benefits, and special employment programs, are available to unemployed students. The schools may also apply for provincial grants for special projects and to hire extra temporary staff.

(iii) Federal: The federal government also has grants and special employment programs available, and the Work Activity Program of the urban model received support through the Canada Assistance Plan. There may be research funds obtainable through the federal government.

(iv) Private: Donations are available from a variety of sources including individuals, businesses, community chests, and foundations. In addition to gifts of money, donations

may also be in the form of time spent in maintenance, tutoring, public relations, or as an Advisory Board member or community placement supervisor. In the rural model, volunteers hold fund-raising events which serve both to raise money and to publicize the school.

(v) Special: Examples of special funding received by the programs in Ontario were grants given by World Literacy of Canada and the Ontario Institute for Studies in Education.

Obviously, funding sources will vary when the model is implemented outside Canada. It is recommended that a secure funding base be established before a school is opened, and alternate sources of funding be available to allow for innovations.

EVOLUTION

This design was conceived in 1968 when the only A.B.E. programs offered were models of traditional education. After a failed attempt to provide upgrading for Welfare recipients in a traditional-style program, one social service worker refused to give up. He spent a lot of time developing the concept for the Learner-Centered/Social Services design and began it only when he had enlisted a teacher (a volunteer) whom he could count on to hold firm to the philosophy. It was also this man who ensured that the Board of Education accepted the philosophy before he agreed to their involvement. He was instrumental in helping some of the

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boroughs and the Seperate School Board start up programs and as long as he was in the area he worked to keep the programs in touch with the original concept. In 1977, he accepted a position as a Teaching Master at a Community College in a rural area of Ontario. He brought his Learner-Centered approach to his own teaching and has influenced some of his students to become involved in this type of A.B.E. program. He also acts as a consultant to the programs which have developed in that county.

Although this one man has been a powerful influence on the development of the Learner-Centered/Social Services model of Adult Basic Education in Ontario, the dedication of the teaching and counselling staff involved over the years has been essential to its success. Several staff members have remained in the program for many years and it is they who strive to keep the programs close to the original concept. The "slippage" that has occurred seems to come from an administrative tendency to move the programs into line with the rest of the educational establishment.

INFLUENCES

The Learner-Centered/Social Services model of A.B.E. delivery "in a real sense challenges the existing order of the educational universe."(20) It "confronts many of the...basic assumptions about people, such as who can learn, the way people learn and what quality learning is."(21) These

comments were written in 1981. The oldest program based on this design was 13 years old and had proven its success. Those same years were a period of rapid growth for the study of Adult Education, and much of the research strongly supported the concepts on which this model was based. However, traditions are jealously guarded and administrators are not only persons who personally succeeded in traditional education, but have dedicated their lives to it. Generally speaking, elected school board representatives are not well informed about the programs and make policy decisions on staff recommendations. If the Board staff members who act as liaison with the school are not subscribers to its philosophy they will try to pull it into line with the rest of the system. Board staff can have a substantial influence on teacher selection and may also insist on detailed curricula and formalized testing procedures. The decision whether to put an A.B.E. program into a Continuing Education Dept. or to designate it as a "school" with a principal will affect such areas as pupil/teacher ratio and accountability techniques. But it should also be mentioned that administrators who do value the goals of the model can be an important source of support.

In the urban model, senior Social Services staff and the municipal representatives who direct them will also have an important influence on the program. The original program was conceived because of the vision of one senior staff member and the support of the Commissioner of Social Services. In

recent years there has been a pulling away of commitment by the Social Services Dept. The hours that counsellors are available to students has been reduced and the Work Activity Program has been discontinued. It seems to be a matter of a re-ordering of priorities within the department.

In the rural model, the support of the community is essential. A strong Community Advisory Board must be established and it is dependent on the rest of the community to provide funding for rent and other expenses assumed by the Social Services Dept. in the city. One of the rural programs in Ontario was forced to close after 2 1/2 years because of the lack of a secure funding base.

Provincial and federal governments can influence the model in many ways. The establishment of government-sponsored upgrading and training programs affect the Adult Day School. These programs seem to come and go and each is directed to a different target population. When these programs are operating the particular target group will be steered toward the government programs, and the populations of the Adult Day Schools are affected. Conversely, when government bodies decide that illiteracy is a major public issue, as they have in 1986, funding becomes more available and the publicity generated by the government overflows to have a positive effect on the school's acceptance by the community at large.

Another area of outside influence comes from the workers in

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Social Services and other agencies which refer students. Unless these people have a clear understanding of the philosophy of the school, then they will make inappropriate referrals. It can adversely affect the learning community to have a number of students whose stated needs cannot be met by this model or whose attendance is not voluntary. Similarly, these workers may fail to refer potential students who could truly benefit from the program.

As mentioned, in recent years there has been a great deal of research in Adult Education generally, as well as specific studies with regard to this design, that support the concept of the Learner-Centered/Social Services model of A.B.E. delivery. This seems to have had very little influence in preventing the "slippage" that has occurred in the implementation of many of the programs. This raises the question of the responsibility of researchers and academics in the field of Adult Education to <u>actively</u> support the model.

CONCLUSION

The Learner-Centered/Social Services model of Adult Basic Education is a design which adheres to the principles of adult learning. "This model has been very thoroughly evaluated by the Ministry of Community and Social Services in 1972 and annually since: the programs have proven to be successful in reaching and changing the lives of the most

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disadvantaged adults in our society."(22) The model has been implemented in an urban setting with a large metropolitan Social Services Dept. as its initiator and, with the co-operation of the Boards of Education, it has spread to the surrounding boroughs. The design was modified for transfer to a rural environment by taking a more community-based approach to administration and financing. However, the philosophy and goals of these programs are the same as those of their urban counterparts. The originators believe that there are identifiable "keystones for the effective transference of the basic design from one geographical area to another, whether from an urban to a rural centre, or from Canada to India."(23)

Over 18 years, the design has been implemented by several different school boards, each with a number of Adult Day School locations. Not surprisingly, in some areas there has been a drift away from the design. Issues have arisen with regard to the location of the school, the role of the teachers, teacher training, the need for pre-defined curricula, student evaluation procedures, continuous intake, and volunteer reliability. In the urban program, the Social Services Dept. has reduced its support so that the Boards of Education are now the primary providers. But in spite of the disputes and changes which have occurred, the teachers and learners in each program remain committed to the original design because they know it works. When students speak with excitement about being able to write letters to family

members, to read to their children, to recognize the words on a sign, and to fill out a job application, we begin to understand the deprivation of their previous lives. Although not all A.B.E. students are unemployed, these programs have deliberately sought out those who seemed trapped in the Welfare system. Many who expected, and whom society expected, to be supported by public assistance throughout their lives have become self-sufficient, tax-paying citizens. No longer does "citizenship" for these adults refer to a place of residence and to their right to society's assistance. Today it means that they are fully participating members of our democracy--they are no longer part of the "lost constituency" of the illiterate. Without doubt, the Learner-Centered/Social Services model of Adult Basic Education improves the quality of life for those most in need and, in doing so, improves the quality of our society. And if we recognize that individual learning has a community benefit, then we are obligated to support these programs.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Wenda Abel Phone number 469-8465

Organization Ontario Institute for Studies in Education

Street Address 252 Bloor Street West

City or Town Toronto State or Province Ontario M5s 1V6

Nation Canada

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Residential Adult Education In Canada - Quetico Conference & Training Centre

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). M. OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Independent Non-Profit Facility

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

Facility services northwestern region of province of Ontario, Canada, but draws clients from throughout the province, country as well as the northern U.S. and as far away as Colombia, South America.

5H/1

Quetico Conference and Training Centre is an adult residential education facility located near Atikokan, North Western Ontario, on the northern shores of Lake Superior in the rugged forest and bush country of the Canadian Shield.

First opened in 1958 on the site of a former Department of Lands and Forests ranger base, it has grown and developed to become a multi-building, multi-program facility recognized as one of the leading forces in residential adult education in North America, today.

HISTORICAL BACKGROUND

Residential adult education has a brief but remarkable history in Canada. Influenced by early adult education movements which sprung from the severe financial depression of the Thirties and the need for education for economic and community development, the first experiments in residential adult education revolved around similar concerns.

In the Thirties perceived disintegration of the social structures and values in rural communities as a result in increasing industrialization and urbanization spawned such organizations as the Canadian Federation of Agriculture, the Canadian Association for Adult Education and the Farm Broadcasting Department of the Canadian Broadcasting Corporation. These organizations gave a national focus to programs of rural adult education that it was hoped would counteract the threat. Given impetus by these efforts and inspired by the Danish Folk Schools, a number of residential rural adult education programs emerged to help rural people find ways to achieve some measure of economic and social stability in a rapidly changing world.

In this formative period and in the years after World War II, when rapid forced industrialization brought increased complexities in social patterns and a greater diversity of lifestyles, residential adult education continued to be animated by its original "activist"

5H/2

spirit - a spirit that focused on "learning by doing" and "education for living" profoundly influenced by the philosophies of John Dewey. Even today, these values of enterprise and pragmatism continue to pervade adult residential education programs that "even when devised to satisfy leisure time interests were largely practical and directed towards the solutions of those problems provided by immediate (and usually vocational or welfare) experience."

Yet, in spite of this strong practical orientation, Canadian residential adult education facilities have traditionally been located far from urban industrial centres, in natural settings - a phenomenon that has been related to a national history and culture that has been strongly linked to the mystique and challenge of the Northern Canadian wilderness and a love of the outdoors.

The educational methods of these early and subsequent developments in residential adult education have been as varied as the institutions themselves. However, with differences in emphasis, group discussion and group dynamics have been favoured as a methodological approach.

An early proponent of these methods, Dr. Henry Sharman, a prominent teacher and biblical scholar, had a profound influence on many of the young men and women who later became the leaders in Canadian adult education. The research of Kert Lewen and his successors gave these methods further credibility and the status of science.

The theory and practice of group therapy and the development of education programs in mental health has also influenced Canadian residential adult education methods, facilitation styles and techniques.

Types of programs that have been offered have addressed a broad range of adult education needs. From the education for community leadership of Laquemac in Quebec, to the fine arts programs of the famous Banff School of Fine Arts, from the education for community development and public affairs of Couchiching, to programs sponsored by such organizations as corporations and labour unions directed at the development of

occupational and vocational skills, they have offered Canadians in all walks of life learning experiences they might translate into living more productively and effectively in an increasingly complex and ever changing world.

At the zenith of its popularity in the Fifties, residential adult education in Canada has survived new movements and developments in adult education principles, programming and practices, incorporating the best of current theory and technique. And, while little of a definitive nature has been written on the subject since the early Sixties, all evidence points to a continuing pattern of evolution that carries on the tradition of providing Canadians opportunities for learning for change.

GROWTH AND DEVELOPMENT, CONCEPT AND GOALS

Quetico Conference and Training Centre has grown out of and maintained much of the spirit of these traditions.

Like its forerunners, Quetico was conceived in response to continuing and rapidly accelerating social change.

In the 1950's, with the launching of Sputnik, the world was catapulted into the Space Age. Advances in technology promised to change not only the nature and meaning of work but of life itself. Post-war affluence, computers, new materials and products meant people would now have more leisure. Social, political and cultural patterns ruptured by the war were being conceived and rebuilt along new lines.

These changing patterns in work, leisure, institutional and organizational structures were no less evident in North Western Ontario where an influx of immigrants and the post-war entreprenurial spirit spurred a boom in the mining, pulp and paper resource industries. The development of these new industries gave rise to "instant towns" that were dotted throughout the locale.

5H/4

Figure 14

Goals

1. Facility renewal and development

a) By the end of 1985 the residence renewal program will be completed.

b) By the end of 1987 a master plan will be implemented that will ensure

- readiness for the energy situation of the 1990's
- that the facility meets the users' needs and is market competitive.

2. Staffing

A staffing process will ensure that there is continuity of excellent leadership at all levels, and the ability to meet program and operating needs, both current and emerging.

3. Programs

A variety of relevant, high-quality programs will be offered; they will

- meet current and emergent needs
- contribute to autonomy and viability
- make residential learning at QC a key component.

Inappropriate programs will be discontinued.

4. Board renewal and development

A board renewal and development process will ensure that

- a board of directors, meeting the current criteria is maintained.
- there is biannual review of the board's activities and involvement.
- individuals have development opportunities that generate enthusiasm for and commitment to the Centre's philosophy and goals, so that the board can fulfil its responsibilities.

5. Community relations and image

The Centre will have a positive image and relationship with its key publics, so that they

- see QC as an organization that understands key issues and trends in society
- request QC's assistance in problem-solving, planning, learning, etc.
- actively support its ongoing health.

6. Relations with political and governmental representatives

Elected political representatives and those in key governmental positions will support QC and value it as a source of help.

7. Financial management

The Centre will manage its resources with consideration for future development and operating needs.

8. Assumptions for bringing about change

We will regularly examine how to react to the signs of change, and our assumptions about best ways to bring about constructive change.

9. Facility utilization

We will maintain as high and constant a level of use as possible, having regard for consistency of programs with the philosophy.

5H/5

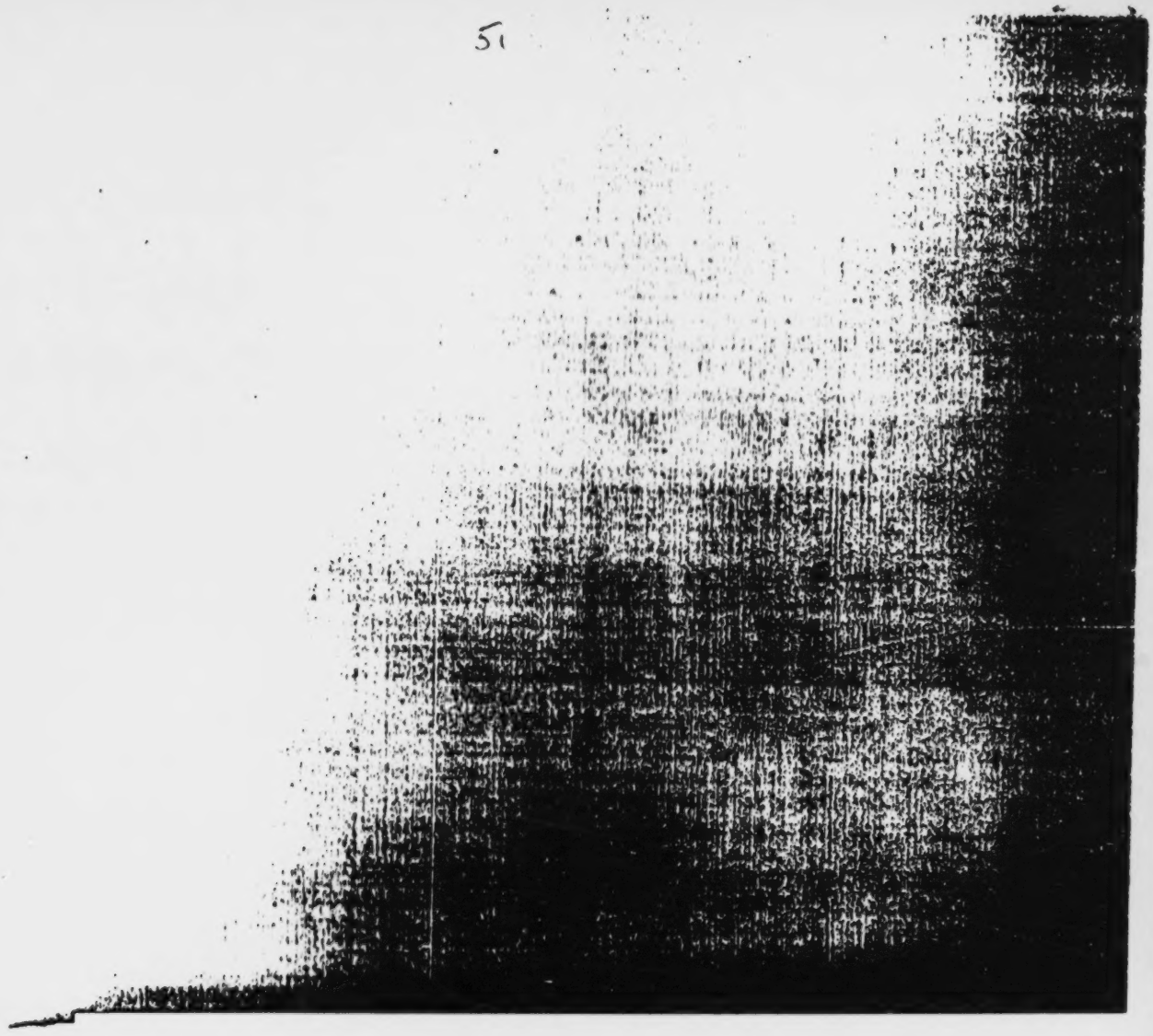

Figure 14 (cont.)

10. Disseminating QC learning and experience

To increase the impact of the Centre's contribution, we will disseminate information on the Centre's learning and experience as broadly as appropriate.

11. Geographic priorities

Giving consideration to other factors, the geographic priorities for QC's work will be:

1. Northwestern Ontario
2. Ontario
3. Canada
4. International.

12. Wise use of physical resources

We will make wise use of resources, by

- using renewable rather than non-renewable resources
- recreating resources as we use them
- considering long-term results more important than short-term.

May, 1

Only a decade or two old, they lacked the sophisticated social, cultural and educational amenities of the cities to the south. The development of community leisure and educational activities fell to local service clubs, church and youth groups. The few education and recreation professionals there were directing their energies toward the development of leaders who could organize and direct activities to meet local needs.

Two of these professionals, H.E. (Bud) Thomas, a regional official with the Community Programs Branch of the Ontario Department of Education and Clifford McIntosh, a recreation director with the Atikokan Recreation and Parks Committee, recognized the impact that the new technology was having and would continue to have on social trends. As McIntosh, now Director of Quetico Centre describes it, they saw "a need for education that would not only help people understand and respond positively to change, but would enpower them to be instrumental in shaping it themselves."

McIntosh, aware that the Eva Lake ranger base was scheduled to be vacated in 1958, had envisioned the site as a platform from which to train a new generation of leaders who would transcend conventional approaches to social change. Thomas, an enthusiastic and experienced advocate of residential educational, concurred.

In the summer of 1957, they gathered together a group of community, industry and business leaders and presented their idea. The concept of a residential education facility designed to meet the education and development needs of industry and the community was enthusiastically received. A list of potential users was drawn up, the nature of what the facility was to be and become discussed, and sub-committees established to gather information and seek support.

In the area of financial support, substantial assistance was given by Caland Mining Company, owner of Atikokan's Steep Rock Mines, the area's major employer. Caland backed a loan which provided "seed" money for the renovation and development of the Quetico site. Further financing was forthcoming from other area business, unions,

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recreation and education agencies, including modest support from the Ontario Department of Education.

The Board of Directors of Quetico Centre has and still does place high value on maintaining financial automony. While the Centre relies on some government financing, some development and all operational costs are covered by the fees the Centre charges clients for its services.

Along with fiancial automony, diversity and unity describe the Centre's espoused goals.

Early in the development of the Centre, the Board expressed their purpose on three levels.

"Those creating the Centre had to represent a cross-section of interests, careers and social groups. This variety would increase the resources at the Centre's disposal and keep it attuned to different sectors of society."

"A program base not restricted to any one field of knowledge would be the Centre's "product"."

"Every course, no matter how specialized, would be structured to develop the whole person."

A further goal was "to help bridge the gap between disciplines traditionally separated" to further prepare individuals and institutions to benefit from and shape rapidly accelerating social change."

Quetico Conference and Training Centre opened in June 1958.

During its first year of operation it developed and implemented programs for drama groups, film councils, teen towns and art groups. By 1961, tourist guide training, conferences for elected municipal officials, wilderness adventure programs, skin and scuba diving courses, Chamber of Commerce executive meetings, a police officers' refresher course, modern supervisory methods, folk dance workshops, labour relations sessions,

5H/8

prospectors' courses, Indian chiefs and councillors' programs and community art leaders' programs were amongst the educational and conference services provided.

By 1967, programming evolved to revolve around management training, skills training, arts, youth leadership and community conferences. A sixth area - regional development - has been added since 1980 in response to growing needs.

Basic academic upgrading was an important component of skills training programs until the early 1960's when changes in government funding legislation made it impossible to continue those programs that relied on the provision of basic schooling to ensure the success of students. The Heavy Equipment Operators training course, the only remaining regularly offered skills training program, has been adapted to utilize audio-visual as well as print materials to overcome deficiencies in basic skills exhibited by students enrolled in the course.

Throughout the period from 1963 to 1983, the Centre has conducted a significant program of facilities upgrading and renewal based on an early master plan. Financing for a recreation hall and staff quarters and offices, as well as electrical, sanitation, water and other facilities was gleaned from membership drives, government grants and small business loans repaid from revenues. A major breakthrough in financing which helped Quetico move towards self-support and stabilization came in 1965. In that year, the Centre was recognized as an employment retraining centre under the Federal Government Technical and Vocational Training Act. A major grant and a 10 year training contract that the Centre used for collateral for a large loan, helped finance facilities and program expansion.

As the original concept was being realized, tested, transformed and refined, Quetico gained increasing local, regional and national recognition for its work. In 1965 the Centre was presented with the Henry Marshall Award by the Canadian Association for Adult Education for the most significant contribution to adult education in Canada. In April 1965, Quetico's Director, Cliff McIntosh was presented with the Order of Canada, the

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country's most prestigious award for his extraordinary contributions to the social development of his community.

FACILITIES

The success of Quetico Conference and Training Centre has been based on many factors. Amongst these is the development of facilities carefully designed to provide an optimum learning environment.

Facilities have been planned and constructed for "casual comfort in an unobtrusive way". Staff and service facilities are separated from instructional areas to ensure an atmosphere that encourages program participants to focus full attention on learning activities. Buildings are located off main roadways to further reduce distractions from "the outside world". No more than three programs are in progress at any time. Three residences designed to accomodate three groups of thirty and three large meeting rooms, each with their own "break-out" rooms for small group discussion, ensure the program participants in each of the programs in progress are not unnecessarily thrown together - arrangements that facilitate the Centre's philosophy that participants of a specific program should become a "community of learners", a "social and pyschological culture" where learning takes place on many levels and in many dimensions, especially in those times after formal learning activities cease.

Paved walkways surrounded by pine and aspen forest provide learners with a quiet, natural environment in which to "reflect on and integrate new learning." A leisure centre, dining hall and crafts studio complete the "homey setting so different from the usual conference facility."

It is this setting in which the learning programs that have earned Quetico, it's director and staff a national and international reputation in the field of adult education take place today.

PROCESS

Programming and Learning Principals

As previously stated, the original vision of Quetico Conference and Training Centre was of a facility that would serve a variety of educational needs. Consequently, programs have been designed, developed and implemented to meet the request of a specific group on a one-time basis or to meet an on-going need of specific sectors of the general community over the course of one or more years.

It has been and is one of the basic understandings that the Centre's mandate is to identify and meet emergent needs and that "activities will be discontinued if government, public or private organizations can do it equally well or better." Therfore the life of programs have been self-determined.

Programs like the Heavy Equipment Operators' training course have continuously developed and evolved almost from the Centre's first years. Others like the Amateur Photographers' Workshop have had a life of only a few weeks.

Generally, however, those that have endured fall into four broad categories: skills training, management training, leadership and the arts.

Program planning, development and implementation are founded on the principle that the residential setting is an opportune environment in which to encourage the development of the whole person. Living together is seen to concentrate a group's energy. Interaction and communication aids in expanding and enriching learning. It is the Centre's premise that programs, as well as the physical facilities themselves should create a "culture of learning", an unseen environment of attitudes, values and traditions (that) is consciously created and systematically reinforced."

Optimum learning is seen as "experiential" - "learning by doing, practicing what is being learned while it is being learned." Experiential, however, is not necessarily

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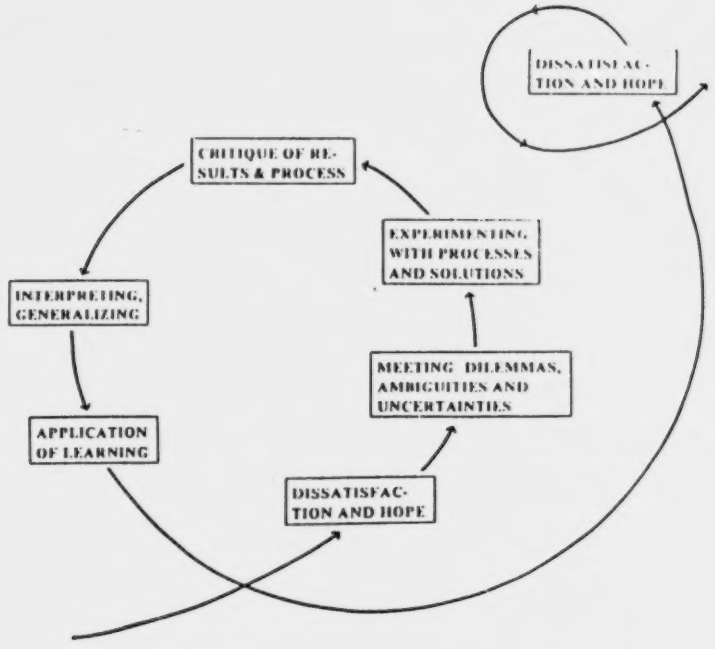
Figure 9

Phases of the Experiential Learning Helix

(for self-directed and team learning.)



Learning at the Centre is designed to help people acquire the concepts and skills they will need to continue to cope more effectively with life's carousel of learning - a never-ending helix that cannot be blocked if growth is to be a natural process.

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synonomous with "informal" in Quetico terms, although informal learning has and does take place in discussion groups which are encouraged in the direction about the meaning of learning itself.

Rather, learning programs and activities are structured toward the acquisition of a specific body of knowledge within a framework that includes process. Since the assumption is that learning is directed towards change, such acquisition presumes "attitude, value and behavior shifts."

In contrast to much of current popular adult education theory and practice, learners are not encouraged to shape their own curriculum at Quetico. Self-direction" is defined rather as "taking responsibility for one's own learning".

Program methods are designed to engage the learner and facilitate not only physical and mental but emotional involvement that generates committment to making change.

Quetico's Organization Effectiveness Program is an example of how these concepts are applied. It is also a representative of the principles and parameters around which programs are planned.

Facilitation Methods

The Organization Effectiveness Program, which now attracts groups from as far away as Colombia, South America, grew out of a request by an area mining operator's request to train trainers in the design and implementation of skills programs for heavy equipment operation and other trades specific to mining and ore processing. It further evolved out of McIntosh's recognition that the effect of "cultural influences" in organizations (attitudes, values, behaviours) influences whether or not individuals within the organization and the organization itself achieves its perceived goals. These goals often involved conflicting perceptions and approaches that gave rise to unproductive relationships. He belived that, in a changing society, a new approach to management and

leadership was required - one based on collaborative rather than conflictual attitudes, values and behaviors.

In Organization Effectiveness training, the change to collaborative behavior from conflictive behavior begins with the study of new concepts of organization and individual behavior.

Managerial styles and their impact on information processing at the interpersonal and intergroup levels, as well as organic versus bureaucratic organizations are studied and discussed.

This theoretical learning is then transferred to the work setting by resolving on-the-job issues through the development of workteams that require individuals to apply learning and exhibit new behaviors and interpersonal skills, Managers/leaders are then required to diagnose and deal with intergroup conflicts striving for synergistic and collaborative performance. Finally, an innovative organizational strategy is developed by participants to replace the traditional bureaucratic model. Starting with a philosophy statement, management teams develop a strategy for effectiveness based on a long range plan about what the organization should be. Short-t erm goals and objectives are clarified for immediate action.

The content of the program is designed to point up the need for personal and organizational change. Committment to change is built through the process of team learning, a method by which McIntosh asserts people "are disallowed from side stepping growth opportunities by avoiding painful realizations and caused to take responsibility for their own progress."

The same methods and processes are utilized in other Quetico programs. Team learning as a form of experiential learning is seen to facilitate the reordering of old attitudes and values and the learning and integration of new ones by directing energy towards visible behaviors. Team learning combines individual and group work often built around questionnaires on content. Learners study material on their own and answer the questions.

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Then, in small groups, they go over the questions together attempting to reach a "consensus" on the answers.

Consensus means that everyone understands why and agrees that a given answer is correct, utilizing all group resources. Teams meet in plenary to review their performance in relation not to each other, but to early individual results in their particular team.

Performance is measured and abetted by "critique", which a Quetico seminar on the technique defined as "deliberately reconstructing an experience or event for the purposes of learning from it." Assessing the effectiveness of actions, bringing forward assumptions, attitudes and values helps identify underlying causes of results. Then, alternatives for action that may have remained hidden can emerge.

In this way, team learning and critique are seen to be a process by which people can be helped to take responsibility for and manage personal and organizational change in a more constructive, creative and collaborative way.

PROGRAMMING PLANNING

The same principles, process and methods that characterize the Organization Effectiveness Program and virtually all other Quetico programs, also characterize their planning and delivery.

Needs Assesment

No formal assessment of needs is conducted within the local community or those sectors which the Centre services at large. Says McIntosh, "by and large, people don't know what their needs are and if they did they wouldn't have much trouble finding ways of meeting them. We frequently respond to expression of needs for programs of a definitive

nature but more often programs are developed as a result of our insight into what's happening. We see a major societal event coming and design a course to meet it."

Planning Process

Program planning, implementation and evaluation grow logically out of the Centre's organizational structure - an organic design that blends "interdependence with individual accountability".

"Quetico Centre epitomizes the new organization form it advocates. It is managed out of a consensus which results from agreement on a common purpose. Leadership flows out of competence and dedication. Openness, candour and trust give working life a rigourous but supportive edge. Staff are trained through deliberate experience and constant critique. Synergy is the modus operandi. Teamwork is the mechanism."

(see chart)

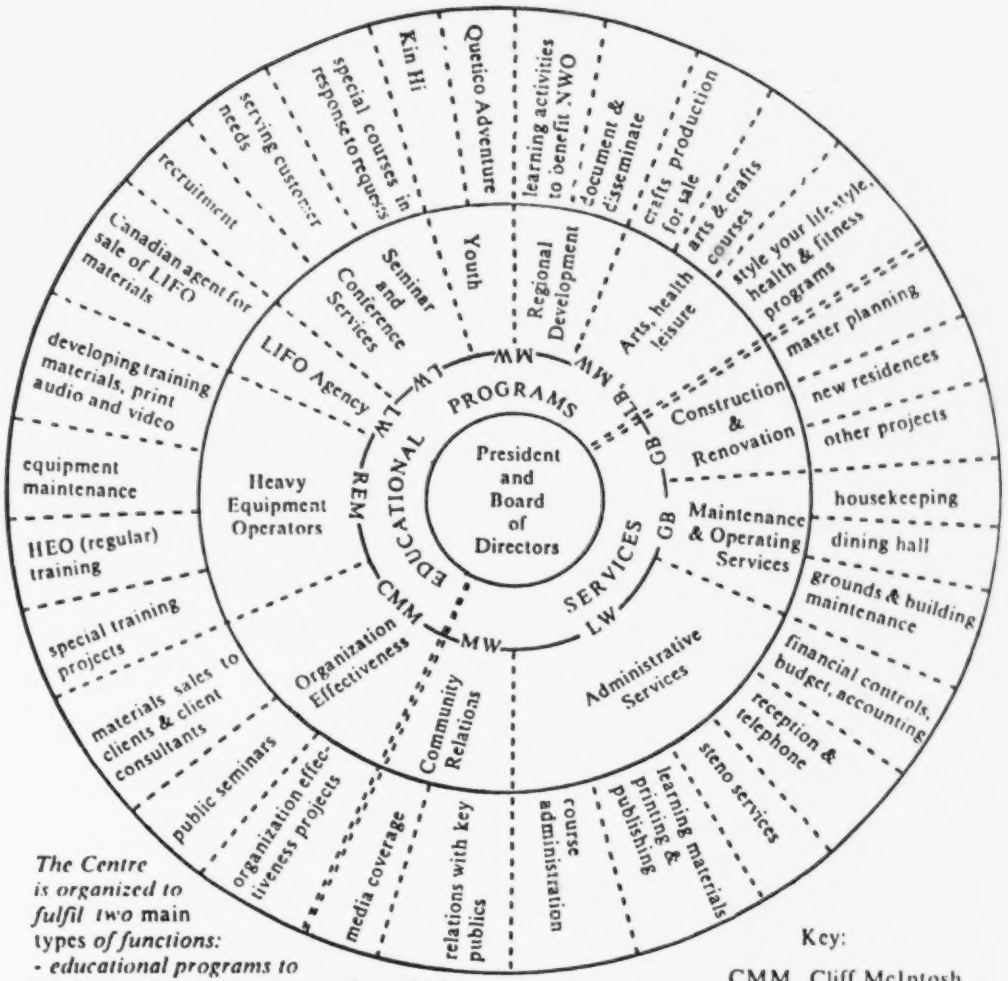
All ongoing Quetico programs and service and support activities are developed and managed by staff teams. These teams are self-directing. Team leaders identify superordinate goals and assess the methods team members have chosen to achieve program objectives. Individual committment, responsibility and accountability of team members for carrying out planning and implementation and achieving program objectives are established through the process of "consensus" and "critique" (as described previously).

The organic structure of the team system and the dependence teams have upon one another in terms of physical and administrative services also serves to open lines of communication, so that teams draw not only upon the resources of individuals within the group but on the resources of other teams for developing and implementing program plans.

The Importance of Staffing in Planning and Implementation

Figure 11c

Quetico's Organization Structure - 1983



The Centre is organized to fulfil two main types *of functions:*
- *educational programs to help people cope constructively with change,*
- *services to support program activities and maintain the Centre.*

Boundaries shown in the chart define functions so that it is clear who is responsible for what. The boundaries are broken lines showing permeability to ensure interdependence and appropriate information flow.

Key:

CMM	Cliff McIntosh
GB	Guenter Bartsch
REM	Bob Michels
LW	Linda Wiens
LB	Lydia Bartsch
MW	Margaret Wanlin

Since ongoing programs are both developed and implemented by staff teams, staff members are required to live on the facilities site so they can interact with program participants.

This, and the team approach to planning, as well as the Centre's philosophy regarding how staff are to be developed form the basis of staff selection criteria.

Flexibility and positive interpersonal communications skills and relationships are paramount to the smooth functioning of the Centre and the achievement of specific programs as well as general objectives and goals. Staff selection is therefore approached from the standpoint of individual "potential" rather than hard and fast qualifications and standards of past experience and performance.

Staff is then trained through on-the-job apprenticeship experience and "critique".

Quetico's philosophy that "work should offer opportunity for both personal and career development" engenders a unique approach to staff development and the assumption of responsibilities vis a vis specific programs.

Using process and techniques similar to those used in Organization Effectiveness, team leaders and members make assesments about their own and others potentials and capabilities, and through consensus and critique make decisions on who will carry out various program and implementation tasks for specific programs.

These decisions are aided through the use of two learning tools, LIFO and FIRO, first developed by Stuart Atkins and Allan Katcher, based on the work of Eric Fromm and William Schutz.

LIFO helps individuals assess their strengths and weaknesses in terms of behavior styles and apply them selectively for best effect. FIRO helps them identify their preferences and expectations regarding quality and quantity of relationships.

Such self and "other" awareness facilitates the effective use of skills and abilities and helps individuals recognize where these can be transferred from one area to another on the basis of interests, talents and competence.

At Quetico, this orientation has led to many staff members making the transition from one program area to another - a phenomenon that has resulted in "increased program and service output with minimal increases in staff". It has also contributed to the committment of staff to the Centre's overall goals and development and fostered long-term association with the Centre and its work.

Program Evaluation

Just as program participants and staff evaluate their own and others progress and performance, programs are evaluated through the process and mechanism of critique. Being an integral part of all activities at the Centre, critique facilitiates ongoing evaluation of program effectiveness on a day to day basis as well as in "formal" program evaluation sessions directed at improving the content, methods, delivery and overall quality of the programs on a session to session basis.

The dynamics of critique and its orientation towards discovering new information and action for greater effectiveness make it an invaluable tool in facilitating the introduction of new ideas, content, methods and processes into programs that has served to keep them relevant and fresh. Ongoing programs such as Organization Effectiveness and even skills programs such as the Heavy Equipment Operators course have therfore evolved and developed over a period of years.

It seems safe to say then that in general philosophy, in organization structure, in its approach to program and staff development, in the learning principles and the methods it uses to realize these, Quetico Conference and Training Centre epitomizes the new social and institutional organization and values it advocates. One that can contribute to not just accomodating but "shaping the future by helping people anticipate, manage and cope constructively with change."

In the nearly 30 years, this independent, non-profit facility has been in operation, it has accomplished this espoused goal in both small and large measure as it has served Northwestern Ontario, in Canada, the U.S. and in other countries around the world.

BENEFITS

On a regional basis, the Centre's facilities and programs have had significant impact on the economic and social development of Northwestern Ontario and the lives of individuals within it.

An area where employment has been based primarily in the resource industries of mining, ore processing and forestry, Quetico programs have contributed to the broadening of the economic base. The development and delivery of crafts leadership programs led to the expansion of souvenir crafts industry as well as broadening the scope and availability of educational opportunities for leisure learning and activities. Similarly, programs like the Tourist Guide training program, and employment retraining program resulting from the Centre's recognition under the Federal Government Technical Retraining and Vocational Training Act has been significant in reducing unemployment in a locale where rates have been traditionally high.

The area's resource industries have benefited substantially from programs like the Heavy Equipment Operators course, realizing improved safety standards and high productivity. Management and industrial and business trainers programs have received commendation for their contributions to increased productivity and improved management/employee relations from the major corporations and small and large business organizations throughout Canda and the U.S. for which they have been specifically developed.

Perhaps the Centre's greatest contribution has been in the area of Organization Effectiveness. Through it, a number of educational and business, religious and cultural

organizations have benefited greatly in terms of improved organization and communications and planning that has led to greater effectiveness all round. As an example, the principles and processes of Organization Effectiveness also helped to diffuse a potentially explosive situation in the Atikokan region when a major employer in the area's mining industry closed down operations. Quetico's director and staff in collaboration with union representatives and company management applied the program design and methods in effecting a shutdown process that kept productivity until its final phases while it met employees retraining and relocation needs.

Organization Effectiveness program has gained Quetico world-wide recognition. Cliff McIntosh and program staff now travel across the country and to locales as far away as South America to work with organizations as diverse as steel producers and banks.

As a conference facility, has spearheaded, planned and developed seminars on economic and education development in the Northwestern Ontario region as well as conferences aimed at strategic planning, development and training for a wide variety of government, education and social agencies and professional organizations including boards of education, government ministries, arts and cultural organizations to mention just a few.

It is difficult to measure the benefits on this work in quantitative terms. Rather it would seem that Quetico Conference and Training Centre has made significant contributions to individual growth and development that translates to the larger community in terms of new information, innovative approaches to problem-solving, better modes of communication and constructive approaches to conflict situations that will enable people to be more effective as individuals and in groups, not only in their work but in their leisure activities. In the words of its director Cliff McIntosh, Quetico's contribution has been, is and will continue to be in helping people to utilize information and techniques that will "tune people into their interdependence and use non-violent ways to resolve problems ... person to person, nation to nation" - to cope constructively with change.

References that provide more detail in relation to this case description.

Bartch, Werner, Practical Visionaries, Atikokan, Ontario, Quetico Press, 1983, pp 182

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McIntosh, C.M., Warriors or Statesmen: the choice is yours, Atikokan, Ontario, Quetico Press, 1986

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Lynne McTaggart Phone number 634-0932

Organization McMaster University Medical Program.

Street Address 1200 Main St. W.

City or Town Hamilton, L8N3Z5 State or Province Ontario

Nation Canada

2. Check whether this case is based on

(✓) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

SELF-DIRECTED Learning Applied to the Training of MEDICAL DOCTORS (McMASTER University).

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc).

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

University.

6. Basic characteristics of service area

Part of the service area:
- A. 13,150 sq. km geographic size (such as square miles or kilometers)
- B. 1,709,500 population (number of people living in area)
- C. 130 persons per sq. km urban/rural (density of population)

Other part of the service area:
- 555,100 sq. km. geographic size
- 282,100 population
- 2.0 persons per sq. km density of population

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WORLD PERSPECTIVE ON ADULT EDUCATION
CANADIAN CASE STUDY IN ADULT EDUCATION
'THE McMASTER MEDICAL SCHOOL PROGRAM'

FOR: Dr. James A. Draper
OISE - Canadian Project Director

COURSE: 1100 - Introduction to Adult Education

DATE: December 16, 1986

STUDENT: Lynne E. McTaggart

STUDENT #:008536946 AE

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WORLD PERSPECTIVE - McMASTER MEDICAL SCHOOL PROGRAM

A. SETTING:

The McMaster Medical School Program is a continuing professional education program focussing on health, using self-directed learning. This program functions within the broader context of McMaster University and the McMaster University Medical Centre. The McMaster Medical School Program is located in Hamilton, Ontario, an industrial city with a population of approximately 308,000 and a geographic area of 54 square miles. The approximate size of the provider organization is 325 individuals. Of the 325 individuals comprising the provider organization, 225 are physicians while there are approximately an additional 100 medical staff, including psychologists, social workers, etc. who similarly function as part of the provider organization.

The service area of the program includes the following, as determined by a geographic weighting:

(a-i) 'Hamilton Health Region': this area includes the following by District Health Council: Hamilton-Wentworth, Halton, Waterloo Region, Brant, Haldimond-Norfolk, Niagara, and Wellington-Dufferin.

(a-ii) Northwestern Ontario - 'North-West Health Region' (defined as west of Wawa, Ontario to the Manitoba boundary): Kenora-Rainy River District Health Council, and Thunder Bay District Health Council.

(b) The rest of Ontario - Population of Ontario is 8,650,000 (1981 -Statistics Canada).

(c) The rest of Canada.

(d) Other countries.

As previously indicated, the service areas are determined by a geographic weighting, and as a result the Hamilton Health Region and Northwestern Ontario are the primary service areas. These two areas differ significantly with respect to population, geographic size, and

density. The Hamilton Health Region has a population of approximately 1,709,500, a geographic size of approximately 13,150 square kilometres, and a density of approximately 130 persons per square kilometre. In comparison, the North-West Health Region has a population of approximately 282,100, a geographic size of approximately 555,100 square kilometres, and a density of approximately 2 persons per square kilometre.

B. OUTCOMES:

Goals: The general goal of the McMaster Medical School Program is to provide students with a general professional education as physicians. The program enables students to build on previous education and experience, using available learning resources and opportunities. The program aims to provide students with the competencies which will qualify them to proceed to further post-graduate training. As well, the program aims to provide students with the necessary competencies to not only enable them to be involved directly with the care of individual patients but to enable some to choose careers concerned with the health of populations and the development of new knowledge.

The overriding objective to be achieved on the part of the participants, is the demonstrated ability to identify, analyze and manage clinical problems in order to provide effective, efficient and humane patient care. There are also enabling objectives consisting of knowledge, skills and personal qualities.

Knowledge: The main objective in this area is to acquire and put into practice concepts and information required to understand and manage health care problems. The study of human structure, function and behaviour is guided by an analysis of the determinants of health and illness. A spectrum of factors is considered in both the external and internal environments of individuals, in order to decide on preventive,

therapeutic, rehabilitative and supportive management.

Skills: The main objective with respect to skills is to acquire and use the following skills:

(a) Critical Appraisal Skills: The application of certain rules of evidence to clinical, investigational and published data, in order to determine their validity and applicability.

(b) Clinical Skills: The ability to acquire, interpret, synthesize and record clinical information in managing the health problems of patients, considering their physical, social and emotional function. Included is the use of the clinical reasoning process.

(c) Self-Directed Learning Skills: The ability to identify areas of deficiency in one's own performance, find appropriate educational resources, evaluate personal learning progress, and use new knowledge and skills in the care of patients.

Personal Qualities: The main objective is to recognize, develop and maintain the personal qualities required for a career as a health professional. Acquiring the authority to intervene in the lives of patients carries with it the obligation to act responsibly:

(a) toward oneself: to recognize and acknowledge personal assets, emotional reactions, and limitations, in one's own knowledge, skills, and attitudes, and to do something about them.

(b) toward patients and their families: to be able, under appropriate supervision, to take responsibility for the assessment and care of patients and their families.

(c) toward colleagues: to contribute to productive communication and cooperation among colleagues engaged in learning research or health care.

(d) toward the community: to contribute to the maintenance and improvement of the health of the general population.

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The main objectives of the McMaster Medical School Program include, briefly, the following content. There are currently six curriculum units including unit 1 - a 15 week efficient introduction to the M.D. program; unit 2 - involving cardio-respiratory-renal; unit 3 - involving hematology-gastroenterology-endocrine; unit 4 - involving brain, behaviour and locomotion; unit 5 - "The Life Cycle" involving reproduction, growth and development, adolescence, adulthood and aging. This unit is intended both as a review of previously acquired knowledge and skills and as a forum for the introduction of some additional skills and concepts; unit 6 - which is the clerkship and involves an opportunity to refine and reinforce all previous objectives, in the setting of direct responsibility for patients.

The people that are involved in the program include physicians (both hospital-based and community-based), a large variety of other medical staff, paid-volunteers from the community who act as simulated patients for the purposes of student learning and patients in all the medical facilities serviced by the McMaster Medical School Program.

The goals of the program were and are determined by students and program staff. Both students and faculty have a conjoint role in setting learning objectives. Objectives set by the faculty appear as the general M.D. Program objectives, the statement of objectives for each unit, and statements prepared by discipline and special subject area groups. Consistent with the emphasis on self-directed learning and flexibility to meet the needs of individual students, students at McMaster have a role in setting personal and group learning objectives. This occurs when an individual student works out an agenda for an evening of study, or when a tutorial group analyzes a health care problem and identifies issues for further exploration. This also occurs when students give input on educational and planning committees and are

respected as equal and contributing members of those committees.

The intent is to achieve an appropriate balance between excessive structure (which may squelch motivation, discovery and independent learning) and complete lack of structure (which would produce unacceptable gaps, inefficient learning, excessive anxiety and confusion).

When attempting to discuss the main societal benefit of the Program one must refer to the "overriding objective", as outlined previously, and realize that this statement is an "education end product" description representing the providers' view of the kind of physician the McMaster Medical School Program is striving to produce. The main societal benefit of the Program is that of striving to train physicians who have more empathy for both the patient and his family, and for the society in which the patient lives. The program seeks to train physicians who not only have a knowledge of medicine but who project a feeling of self-worth to those for whom they care. This should then benefit the society as a whole.

C. PROCESS:

The program planning process involves a variety of components including the setting of program objectives as well as individual and group learning objectives. With respect to the actual content of the program there are 6 unit chairmen (one for each curriculum unit) who meet regularly for the purposes of setting objectives, problem selection, tutor assignments, student and program evaluation, and the preparation of learning resources and events. These meetings of the 6 unit chairmen are designed to ensure that there is an effective linkage from one unit to the next and to coordinate those components which affect all units. At all levels of the program planning process there are committees involving program staff and program participants. These committees have both direct and indirect input into the program plan-

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ning process. In a direct way a committee may review a problem that has been used in a learning setting and decide to discontinue its use for one reason or another; in an indirect way a committee may review a tutorial assignment and make a recommendation to a governing body which may or may not be followed. All the program staff are involved to some degree in the program planning process in that their input is elicited, either verbally or in a written format, as part of the ongoing evaluation of the program. This input is often translated into actual program changes and thereby becomes a vital part of the program planning process. In like manner, program participants are elicited for written/verbal feedback on an ongoing basis which in turn becomes a vital link in the program planning process. As indicated, at all levels of the program, there are established mechanisms for input into the planning of the McMaster Medical School Program.

Although somewhat over-simplified, the learning methods can be described by three terms: problem-based learning, self-directed learning, and small group learning. Obviously, there is some overlap and interdependence across these three strategies. Following is a brief description of each learning method: (A) Problem-Based Learning: The central feature of this learning method is the analysis of problem situations as the basis for acquiring relevant knowledge and skills. In medical education, the problems used are most frequently the health problems of individual patients; however, other appropriate problem situations can be used. For students, problem-based learning is applied in two general situations; in tutorials (or other small groups) and in individual study. (B) Self-Directed Learning: This method of learning involves independent study by individuals. As an idea of education, it shifts the focus of attention from a teacher-centered curriculum to a system where independent student learning is

given the highest priority. (C) Small Group Learning: This method involves groups of students, usually 4 - 6 in number, who work together to achieve the objectives of a given unit. Most groups meet twice weekly on average, for 2 or 3 hours each time. During Unit 6, Clerkship, most groups meet weekly. A faculty tutor who is responsible for ensuring that students achieve the objectives meets with each group.

The teaching methods utilized in the program are closely related to the outlined learning methods and include the following: In the problem-based learning setting faculty facilitate the learning process by assisting in arranging curriculum, designing and making available necessary learning resources and planning and implementing the evaluation system. In the self-directed learning situations the faculty tutors are there to help students become effective and efficient learners. In the small group learning situations the faculty assume a variety of roles with respect to teaching. A tutor may act as a contributing member of the small group sharing his expertise where applicable and at other times a tutor may actually present a section of relevant health knowledge to the small group by way of a lecture format. Finally, when considering the teaching methods utilized one must refer to the large group learning events that are planned for each unit. These may be in the form of overview lectures, case conferences, informal 'question sessions' with resource people, symposia, or student workshops. All of these are designed to be complimentary to the central activities of tutorial and individual learning.

Clearly participation is encouraged at all levels of the learning process. Whether in a problem-based learning setting, or as a self-directed learner or in a small group learning session participation is the key to the McMaster Medical School Program. Both faculty and stud-

ents are encouraged to participate in their own learning journey whether it be through tutor training workshops or utilization of the many learning resources available to staff and students.

D. INPUTS:

1. HISTORY: From an historical perspective one of the main inputs of the program was a man by the name of Dr. John Evans, who in 1965, as a young, relatively unknown cardiologist-researcher was asked to be the Dean of Ontario's 5th Medical School, McMaster University Medical School. The founders of the program made an early fundamental decision '<u>to do something different</u>' and felt that the <u>Great Didactic of Comenius</u> aptly described their intent '<u>to do something different</u>'. "Let the main objective of this, our didactic, be as follows; to seek and to find a method of instruction, by which teachers may teach less, but learners may learn more; by which schools may be the scene of less noise, aversion and useless labour, but of more leisure, enjoyment and solid progress." Comenius (1592-1670). The intent of the early founders was to create a learning environment where every individual, student or faculty, is both a learner and a teacher.

2. CHARACTERISTICS OF THE LEARNERS: Currently, in the McMaster Medical School Program, there are 100 students enrolled in the first year. Of these 100 students, 41 are male and 59 are female. Of these, 56 students came from the Hamilton Health Region, 3 came from Northwestern Health Region of Ontario, 38 came from other parts of Ontario, 3 came from other provinces in Canada and there were no foreign students. With respect to academic background, 6 of the students were in the process of completing a Bachelor's degree upon acceptance into McMaster Medical School, 73 of the students had completed a Bachelor's degree, 18 of the students had completed a Master's degree, and 3 of the students had completed a Doctorate degree. With respect to degree major,

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12% of the students had a straight arts background, 23% of the students had a combined arts and science background while the remaining 65% had a predominately science background upon entering the McMaster Medical School Program.

With respect to age of the learners, 28 were between the ages of 21-23; 30 were between the ages of 24-26; 24 were between the ages of 27-29; 10 were between the ages of 30-32; 6 were between the ages of 33-35 and 2 were over the age of 36.

As an overview then, one is able to observe that the typical learner, in the McMaster Medical School Program is a female, between the ages of 24-26, with a completed Bachelor's degree in Science who has come from the Hamilton Health Region.

3. RESOURCE PERSONS: If one considers that there is both an 'unscheduled' curriculum and a 'scheduled' curriculum which jointly provide the program components for the McMaster Medical School then 'people resources' may be more readily defined. With respect to the 'unscheduled' curriculum there are 'Discipline Coordinators', and his colleagues, the discipline consultants, who are prepared to act as resource people to students who need help <u>after</u> they have initially accessed the self-study material made available. With respect to the 'scheduled' curriculum there are Unit Planners and their colleagues, the tutors, who are mainly responsible to the students as people resources. All of these resource persons are physicians and/or medical staff. As a result of the job description of every physician hired by the McMaster Medical Centre, <u>all</u> physicians are required to be available as resource persons to the students. Understandably, not all physicians are as interested and available as others despite the educational mandate of their job description. However, those that are not as available in a direct manner may be involved much more in the

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planning and evaluation of the McMaster Medical School Program and so, in effect, are acting in the role of a people resource. Other individuals that are also involved as people resources include community physicians and medical staff not hired by the McMaster Medical Centre, lay people with a particular area of expertise pertinent to the content of the program and students from other levels of the program.

4. FUNDING AND FINANCING: On a global perspective, the program receives funding through the University which, in turn, receives funding from the provincial government. The University also receives funding through estates; agencies and research awards.

However, from a student perspective, the program must be financed on an individual basis. The annual expenses for an academic year are approximately $13,000. Since there are few financial assistance funds available for the first couple of years in the program, many students are forced to rely on support from family and friends as well as to obtain significant bank loans and government loans. Obtaining a bank loan in the first and second year is often difficult but provides no challenge once a student is in the third year of the program. As well, in third year, there are available scholarships for electives. During clerkship the student receives $300 per month as an educational stipend. Another method of financing the program is to join the Canadian Armed Forces. The military will finance the students'education, as well as pay a minimal wage for the return of military services. Finally, students may choose to complete a contract in the target service area of Northern Ontario and for this receive financial remuneration which will assist in financing the Medical Program. This service contract is fulfilled during and/or after the Medical Program.

5. FACILITIES, MATERIALS AND EQUIPMENT: The McMaster Medical School Program is housed primarily in the McMaster Medical Centre. This

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large, concrete structure also serves as a regional hospital, a facility for the Faculty of Nursing, a facility for many research projects, and claims a large, modern, medical/health sciences library. The interior of this structure is brightly coloured with many modern forms of art displayed throughout. To one accustomed to a traditional hospital/medical setting, this facility would be more aptly described as a modern hotel with psychedelic colours throughout.

With respect to materials and equipment, the McMaster Medical Program has an excellent array of both. The materials available to the student include: a) paper protocols - usually in a handout of several pages, with clinical information arranged sequentially.

b) problem boxes - paper protocols with additional materials (eg. coloured prints, ecg's, etc.)

c) audio-visual presentations - eg. a video taped patient interview.

d) card decks (problem-based learning modules) - clinical cases with discrete items of clinical information on each card.

e) computer-based problems. eg. series of physiologic models.

f) simulated patients (available to all students).

g) a computer-based assessment item bank - used mainly as a self-assessment resource for students.

There are also reference materials including: books and articles, audio-visual materials, morphology modules designed for integrated study by individuals or groups and pathology specimens. There is no limit to the equipment available to students as access to all university/medical equipment is reasonable, provided the student utilizes the appropriate people resources. The McMaster Medical School Program is rich in both materials and equipment.

6. FACTORS THAT INFLUENCE THE PROGRAM: From a purely financial perspective there are government policies that affect the funding and financing of the Program. These policies, however, do not influence the educational direction of the program to any great extent.

In contrast, there are pressures from the professional medical organization in general which do affect or will affect the direction of

the Program. A few of these factors include 'pressure' to see the trend move to an increasing number of students being accepted into the Program who have a science academic background versus an arts academic background and to see the trend shift from approximately 60% of the new students being of the female gender to a smaller percentage. These are certainly current influences on the program although they are not clearly defined/outlined in any written policy statements.

7. OTHER: In an effort to conclude this part of the case study it is also important to briefly discuss the process of evaluation utilized in the McMaster Medical School Program as this description will assist the explanation of some of the current criticisms of the Program.

There are currently no academic grades assigned to a student's progress as part of the evaluation. Rather, a student is satisfactory/unsatisfactory, or some combination thereof. If a student is unsatisfactory there is a remedial program designed to assist the student in overcoming the deficit(s) which led to the evaluation decision of unsatisfactory. The methods of evaluation include: a)written formats ie. problem write-ups; b) oral formats - the most common of these is the Triple Jump Exercise which is a three-part learning and evaluation exercise, based on a prepared case protocol; c) direct observation - useful for providing feedback on clinical skills; d) computer-based formats - an excellent stimulus for testing the understanding of basic mechanisms in various clinical simulations; e) summary reports - at the completion of each Unit, the tutor, through collating information from various sources is responsible for summarizing each student's progress in achieving the objectives of that unit. This is done in a narrative form. Similarly in the final year, each student advisor prepares a report which becomes the official transcript. As well, these formats can be combined in various ways. Finally, there is the

Standardized Licencing Exams that all medical practitioners must successfully complete, upon completion of their program, in order to lawfully practice medicine.

In summary, the overall content of the program is good, if not overwhelming for the fastidious student. The program is successfully training practitioners who, on the most part, have met and continue to meet the overriding objective of the McMaster Medical School Program. However, similar to any adult educational program there are problems, and these differ depending on the perspective from which one analyzes the program. To highlight a <u>few</u> of the current and ongoing difficulties the following will provide a brief overview:

a) Difficulties with tutors: not only is it difficult to choose the appropriate people, there never seem to be sufficient people to do the job. (There is a mechanism for choosing tutors which includes the Unit Chairman designing criteria and then seeking permission from the Chairman of the Department to ask a particular staff to act as a tutor for a Unit.). There are tutors who are not good at the job but who do not realize it and there are tutors who recognize they are not good at the job but remain involved believing their role as a tutor will enhance their upward mobility within the medical profession. Although there are training workshops for the tutors, many of the tutors have little or no specific training for their role as a tutor;

b) Difficulties with the evaluation process - the quality of the evaluation is questionable as there are no quantifiable standards, rather it is a purely subjective assessment based on objectives. This subjectivity allows for more praise than criticism, <u>avoidance</u> of problem areas in some students (which allows some unsatisfactory students to potentially 'hide' in the program), and an overall difficulty in giving a student an unsatisfactory evaluation;

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c) Difficulties in the application process - from a purely statistical perspective far too many students apply to the program each year (approximately 2,800/year) to allow for an adequate screening of all applicants. Consequently, the screening process utilized is not necessarily the best ie. may lose a lot of good students right at the beginning. The 2,800 applicants are screened, via a biographical letter, to 400 applicants, who are then interviewed. Obviously a more standardized approach to screening applicants is needed.

This is a highly stable adult education program that continues to experience an overwhelming response from interested applicants. Although there have been mixed responses from the professional medical community to this program, it continues to produce quality medical practitioners who are able to productively join forces with those practitioners and health professionals who have come from a more 'traditional' program of medical training.

Following are citations to writings that provide more detail related to this case description:

BOOKS / REPORTS

McMaster University: Faculty of Health Sciences Information Handbook, Hamilton: McMaster University, 1986.

Medicine at McMaster: The M.D. Programme, Hamilton: Faculty of Health Sciences, 1984-86.

M.D. Undergraduate Admissions Profile of the Class of 1989, Hamilton: M.D. Education Office, 1986.

NEUFELD, Vic, and SWEENEY, George, (Eds.), VADE MECUM: M.D. PROGRAM GENERAL GUIDE, Hamilton: McMaster University, 1983.

NEWSBULLETIN: Changes in the M.D. Program, Hamilton: M.D. Education Office, 1984-86.

5J/16

Illustrative Case
Canada--Continuing
Professional Education

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Dr. Penny A. Jennett Phone number 403/220-6845

Organization Office of Medical Education, Faculty of Medicine, University of Calgar

Street Address 3330 Hospital Drive N.W.

City or Town Calgary, State or Province Alberta

Nation Canada

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

A Continuing Professional Educational Program for Family Physicians

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Continuing Professional Education

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

University

6. Basic characteristics of service area
100 mile radius of Saskatoon, Saskatchewan, Canada

A. 100^2 (π) sq. mi geographic size (such as square miles or kilometers)

B. 300,000 population (number of people living in area)

C. ~271 number of family physicians in the area ~~urban/rural (density of population)~~

D. Small western Canadian university, student population ≈14,000 the type and size of the provider organization

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WORLD PERSPECTIVE ON ADULT EDUCATION

CONTINUING MEDICAL EDUCATION FOR FAMILY PHYSICIANS

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WORLD PERSPECTIVE ON ADULT EDUCATION
CONTINUING MEDICAL EDUCATION FOR FAMILY PHYSICIANS

Introduction

This case study describes a continuing professional educational program for family physicians engaged in active office practice. The program's overall goal was to facilitate change in the physicians' practice behaviours specific to the prevention, early detection, and improved management of cardiovascular disease and cancer. In planning the program its developers considered the learning characteristics of the physicians including their preferred learning methods and environments. Learning needs and priorities were systematically identified, appropriate learning objectives and standards were defined, and adult learning principles were built into the program's design. The impact of the educational program was assessed by systematic and controlled evaluation.

The Division of Continuing Medical Education (CME), College of Medicine, in a western Canadian university (student population 14,000) was the provider of this professional educational program. The program was directed toward family physicians within a 100 mile radius of the city of Saskatoon, Saskatchewan, Canada. Approximately 270 family physicians are in active office practice in this geographical area, the population of the area is approximately 300,000 people.

Two major influences contributed to the way in which the program evolved. First, the favorable response of physicians to an earlier hospital-based program[1] which focussed on prescribing formed the basis of our hypothesis that physicians could also change their performance significant-

ly in office practice. In addition, several negative reports had been published in respect to the influence and costs of organized CME upon physician performance. This observation caused the investigators to resolve that improved low-cost methods and procedures could be developed.

Input (Learners and resource persons)

All family physicians in active office practice for at least one year, with no known plans to relocate for 24 months, and within the designated geographical area were eligible to participate in the program. Thirty-one family physicians (19 urban, 12 rural; 22 group, 9 solo) volunteered to participate in the program. Due to practical resource constraints, recruitment activities for physician participants had to cease after 25 offices volunteered. All 25 offices remained in the program.* The age of the participants ranged from the mid-thirties to sixty. The key characteristics of recruited family physicians relating to type of practice (solo, group), location of practice (rural, urban), and place of graduation (Canada, other) were similar to those of the family physicians in the Saskatchewan population.

Several university faculty and practicing physicians served as planning, content, and resource experts. The research advisory committee consisted of six clinical advisors (3 specialists, 2 family physicians, and 1 CME director); three educators (2 Ph.D.'s, 1 Ed.D.), and one statistical advisor. Specifically, for the cardiovascular educational program one

* One family physician who enrolled in the cardiovascular educational group was unable to partake in any of the educational sessions. Based upon the expert advice of a statistician and educator external to the project, data from this office were excluded from all cardiovascular analyses.

cardiologist, one hypertension specialist, and family physician served as the clinical experts; for the cancer program one oncologist and one family physician served.

Financing:

The educational program was supported by grants from Health and Welfare Canada, the Saskatchewan Health Research Board, the Canadian Life and Health Insurance Association, Inc., and the Saskatchewan Heart Foundation. Funds were required to pay the salaries of one project director and one half-time secretary for the three-year period. Two half-time (1 full-time equivalent) data abstracters were funded for two of the three years. The remaining funds were directed to the packaging of educational materials, data collection, and telephone and computer charges. All teaching activities were carried out on a voluntary basis, as were the majority of writing tasks required to prepare the printed materials.

Process

Program Planning:

The program developers approached their planning task systematically by addressing each of the following seven steps:

1) identify the learning audience, their characteristics, activities, preferred learning methods, and environment,
2) identify the educational topics,
3) establish the learning needs and priorities,
4) define the learning objectives and their acceptable standards,
5) select educational methods appropriate to the needs and objectives,

6) conduct the educational program,

7) evaluate the program's effectiveness.

Program Learning Needs and Content:

The cardiovascular (CV) and cancer (CA) topics chosen for study are outlined in Table I.

(Insert Table I About Here)

The topics and learning needs were generated from a variety of sources including medical literature, expert opinion, surveys of family physicians outside of the geographical area, and from objective pilot and baseline study data generated in response to these subjective opinions. All chosen priority areas met the selection criteria for disease frequency, morbidity and mortality, intervention amenability, physician acceptance, and measurability.[2] Once priorities were identified, learning expectations were stated as performance learning objectives and conveyed to participants. Initially 18 (11 CV, 7 CA) learning objectives associated with the prevention, detection, and office management were outlined. Based upon the five criteria reviewed above, eight (5 CV and 3 CA) learning objectives were selected for emphasis (Table II).[3]

(Insert Table II About Here)

Learner participation:

Participation was encouraged by integrating principles of instructional development, behaviour change, and motivation into the program (Table III). By selecting topics that were important, significant learning needs, and well respected teachers it was felt that physicians would be attracted to participate. Confidentiality and faith in the program spon-

sors was also an important element; i.e., the CME division had a past reputation of working successfully with physicians in similar programs.[1]

(Insert Table III About Here)

The planners believed that if the learners perceived the relevance of the topics addressed, agreed with the expected standard of peers as well as experts, and became aware of their current performance, learning would be enhanced.

Educational Methods:

Physicians in rural communities, often in solo practice, experience particular problems with time and opportunity for continuing medical education, a circumstance which affects the selection of instructional methods by program planners. The cost of delivery is also a consideration.

Considering the final goals of the educational program, the needs of the participants, their learning preferences, and the cost factor, three educational methods were used: 1) central single-site seminars, 2) brief 4-6 page educational newsletters, and 3) multi-site teleconferences. A seminar at the University in Saskatoon early in the project allowed participants to learn about the program and to meet all others involved. Learners traveled to the University at their own expense. Face-to-face interaction helped to create a sense of identity among the learners and teachers and counteract the impersonal nature of later teleconferences. Following this initial meeting, the physician learners were not required to leave their local sites of practice.

The newsletters, developed by the content and education experts, were short, focused documents assembled for easy reading and practicality. They

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contained learning objectives, basic information, currently recommended practice patterns and standards. Packaged for readability, they were typewritten, illustrated, and, to encourage active reading, contained self-testing questions with answers. The newsletters were mailed at low cost to the practitioners' offices where, in keeping with the physicians' preferred learning method, they could be read at the learners' chosen place and time.

Two teleconferences provided opportunities for the learners from their home office settings to discuss problem areas with teachers and colleagues and receive feedback. The first teleconference was held after the first four newsletters, the second after the final three. Four program staff were involved in four teleconferences to eight sites for one hour each time. The total cost of line and bridge charges was $40 (CDN) for each of the CA programs and $150 (CDN) for each of the CV programs.[**,3] Good interaction was provided by teleconference at much lower cost than travelling to and from each learning site. The six to eight weeks of learning activities provided a total of forty-eight contact hours of interactive learning experiences (22 CV, 26 CA). In addition, the family physicians spent an average of 3.8 hours (4.2 CV, 3.3 CA) on independent reading exercises during this time.[3]

The approach to learning (i.e., an introductory seminar followed by newsletters and teleconferences) proved to be a practical and acceptable approach to professional education which involved learners who had to travel distances to participate in CME. Brief newsletters provided the basic information while teleconferences allowed discussion and feedback.

** These costs were approximately $30 and $110 U.S. respectively.

The balance of one teleconference to three or four newsletters provided adequate opportunity for follow-up at reasonable cost.

Formative evaluation opportunities were built into the program to facilitate its ongoing improvement. Following each newsletter, teleconference, and small group discussion feedback was gathered from the family physicians regarding both educational content and process. Self quizzes within the newsletters provided direct and independent feedback to each physician. Adjustments based on the feedback were made prior to re-offering respective segments of the program. Initial data gathered in the pilot and baseline phases of the actual program guided the learners, teachers, and program planners to assure that high priority unmet needs were addressed.

Output

There were two goals related to this CME program, one educational and one research. The general educational goal was to change physician behaviour in CV and CA medicine; the particular goal was to have family physicians improve their detection and office management of selected disorders, and thereby improve the quality of health care of their patients. The research goal was to determine if low-cost CME could influence physicians' performance in the care of their patients. The two goals merged in measures of learning and program effectiveness.

Assessing Success: Two major questions were asked to assess whether the goals were achieved: 1) Did the CV and CA educational exercises significantly affect how the physicians performed in their offices and 2) Did the learners find the exercises to be relevant and of general value?

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The effect of education on physician performance was assessed using a time series approach with pre and post-education measurement. Physicians were randomly assigned to one of three interventions: group A received CV education, group B received CA education, and the control group C did not receive education. Physician performance (the dependent variable) was assessed prior to and after educational interventions (at 6 and 12 months) using an analysis of covariance in order to remove the masking effect of pre-educational baseline performance.

The second question was addressed by asking physicians to rate each program's value and relevance on a scale of 1-5, with 5 indicating high value or relevance and 1 indicating low value and/or relevance.

Summative Evaluation and Results: With reference to the effect of the educational interventions on physician performance, family physicians receiving CV and CA education were found to perform the recommended behaviours significantly more than those who did not receive the education ($P<.05$) at six months post-education. This statistically significant difference was maintained at the twelve month post-educational period for one of the two CV educational programs (Hypertension).

With reference to the participants' assessment of the value and relevance of the educational interventions, the family physicians rated the programs as follows (scale 1-5): colorectal and prostatic cancer (CA), 3.4 and 3.5 for value and relevance respectively; hypertension (CV), 4.3 and 4.4 ; and smoking (CV), 4.2 and 4.1.

Detailed results of this project are outlined in a 1987 publication.[3]

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Benefits:

General - The study supplies evidence that the application of sound educational principles to the planning and presentation of educational programs can affect professional performance at low cost. In this study, a systematic approach to development and implementation resulted in measurable learning that was sustained over time and in positive response by the learners to the value and relevance of specific educational interventions. These results can contribute to the effectiveness of future professional educational programs for physicians. In addition, research techniques used to assess the impact of these programs can be applied to other continuing education fields.

Main societal benefits - In addition to the practice of therapeutic medicine, this program addressed the prevention of primary and secondary illness. It attempted to convert current medical knowledge into application at that critical point were health care becomes operational, i.e., when patient meets doctor. Because cardiovascular and cancer disorders are very prevalent in the Canadian and Saskatchewan populations, timely care and advice by doctors can exert a significant effect upon the future health of their patients.

Positive and Negative Societal Influences - One major positive societal influence is the desire of the public to receive higher quality medical care. Physicians are willing to participate in programs of this nature in order to benefit their patients through improved quality care. Physicians need to be highly motivated to participate in a program of this nature; i.e., where they permit their records to be monitored and their deficien-

5K/11

cies revealed. Some do this in spite of prior arrangements whereby they know they will not be receiving full benefits of the recomended program; i.e., the controls.

Societal influences that most hindered the program were: 1) The heavy demands by patients upon physicians to provide personal services for an excessive number of hours each day. Quite frequently this leaves insufficient time for physicians to devote to learning programs of this nature. 2) A segment of physicians give a higher priority to receiving financial rewards for their efforts rather than concentrating on quality care; therefore, they may not find a program of this nature appealing; and 3) Similarly, the segment of physicians who give a much higher priority to recreational time and hobbies with relatively little time for studying and efforts to assure high quality care, may not find a program as as described of interest.

Limitations

Volunteers - It is not clear how similar the motivation and responses of the volunteer physician participants would have been to those who did not participate. It is known that the 31 volunteer participants were similar to the Saskatchewan population of family physicians in selected characteristics related to learning such as practice location (rural/urban), practice organization (solo/group), and place of graduation (Canada/other). Previous experience has shown that the ripple effect has not only a direct influence on those participating physicians who are usually reluctant to volunteer for such a project, but also an indirect influence on non-participating physicians who have professional contacts with the participating

physicians.[1,4] These observations lend support to the continuation of educational programs which utilize volunteers.

Sample size - The number of family physicians enrolled in this program was relatively small in that 31 family physicians from 25 offices participated. It was necessary to cease recruitment activities for physician participation after 25 offices enrolled due to practical resource restraints. For 31 participants, the program required that over 4,000 episodes of care be screened by chart review over the pre-education, and six and twelve month post-education time frames.

Summary/Conclusions:

The above case study outlines an educational program that examined the effects of a specially designed educational intervention on physician practice patterns in the office. Following recommended educational theory and principles, program developers identified learning needs and priorities; defined learning objectives; and planned, conducted, and evaluated educational experiences systematically under controlled conditions.

Agreement between teachers and learners about specific learning objectives, methods, and standards appears to be an important very early step in assuring significant performance change. This and previous studies[1,5,6] have found that there appear to be at least two essential requirements before CME will have a significant positive influence upon physician performance in practice. These key factors are: 1) there is room for performance improvement given the setting, the stated behaviours, the agreed upon optimal practice performance levels, and the pre-education performance levels for these behaviours, and 2) the practitioners have an

opportunity to independently think about the recommended behaviours and to discuss them with colleagues or experts in the field. This opportunity to discuss specific practices with a human resource, in contrast to printed information sources alone, appears to be a very important element.

ACKNOWLEDGEMENTS

The contributions of the following persons to the progress of this project are gratefully acknowledged: Dr. L.K. Tan, Professor, Social and Preventive Medicine Department; Dr. R.T. Card, Associate Professor and Clinical Hematologist, Department of Medicine; Dr. S.G. Smith, Professor and Head, Department of Family Medicine; Dr. M.P. Scharf, Professor and Head, Department of Educational Administration; and Dr. Merril Hiscock, Associate Professor of Psychology and Associate Member in Psychiatry; all at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada.

This work was supported by grants from Health and Welfare Canada, the Saskatchewan Health Research Board, the Canadian Life and Health Insurance Association Incorporated, and the Saskatchewan Heart Foundation.

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5K/15

TABLE I

CARDIOVASCULAR AND CANCER TOPICS

Educational Topics

Cardiovascular	Cancer
1. The office management of coronary disease (includes diagnostic assessment of chest pain, office management of CHF, post-myocardial infarct patient and arrhythmias)	1. Recommended procedures and techniques for the prevention and early detection of cancer (includes breast, colon-rectum, prostate, skin and uterus)
2. The office management of hypertension	2. The office management of anemia
3. Practical physician office intervention for smoking cessation in patients	

TABLE II

CRITICAL LEARNING OBJECTIVES

CARDIOVASCULAR

The Office Management of Hypertension

Physicians will reschedule diagnosed hypertensive patients (15 years of age and older) not as yet in control, to be seen at least every month until B.P. is controlled. (RS 80%)

Physicians will take the blood pressure of hypertensive patients 50 years of age and over on antihypertensive drugs in the supine position and also within one minute after standing, on every visit. The patient's position should be recorded with the blood pressure. (RS 85%)

Physicians will ask patients taking antihypertensive medication, whose blood pressure is not yet under control, about their compliance in taking prescribed medication and record the answer. (RS 95%)

Practical Physician Office Interventions For Smoking Cessation In Patients

Physicians will ask all adult patients (12 years of age and over), presenting for complete examinations if they smoke. Answers to these inquiries should be documented consistently. (RS 90%)

Physicians will ask all adult patients (12 years of age and over) who smoke, the amount they smoke. Reference to the quantity should be documented consistently. (RS 90%)

CANCER

Colorectal and Prostatic Cancer

Physicians will carry out and record a digital rectal examination on all patients 40 years of age and over presenting for complete examinations or on patients presenting with symptoms referable to the lower G.I. tract. (RS* 100%)

Physicians will examine stool for occult blood by use of the Hemocult tape or slide in all asymptomatic patients 40 years of age and over presenting for complete examination. (RS 80%)

Physicians will examine stool for occult blood by presenting the patient with a Hemocult II testing kit and recommending the patient follow the instructions accompanying the kit in all patients 40 years of age and over presenting with symptoms referable to the lower G.I. tract. (RS 80%)

* Recommended Standard

TABLE III

Principles of Instructional Development
Behaviour Change, and Motivation
That were integrated into the Program

Principles of Instructional Development	Psychological Principles of Behaviour Change	Principles of Motivation
Needs established Active participation (personal involvement & initiative) Relevance Individualization Feedback (mail, S*, T.C.**)	Awareness Compliance Identification Internalization	-Awareness of potential impact on improved patient health -Awareness of current performance compared to recommended standard -Awareness of practicalities of recommendations for setting

* Seminar
**Teleconferences

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FACE SHEET

World Perspective on Adult Education

1. Person who prepared this case description:

Name: JAMES A. DRAPER Phone No.: 923-6641, Extension 2347

Organisation: THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION,

Street Address: 252 BLOOR STREET WEST,

City or Town: TORONTO, Province: ONTARIO,

Nation: CANADA, Postal Code: M5S 1V6.

2. Was this case based on:

(X) a currently functioning programme

3. Write a brief title or name of this programme to use to refer to it:

INTERNATIONAL: LITERACY AND DEVELOPMENT

4. Write the type of programme in which the programme best fits (such as A. Literacy, B. Agriculture, C. Workers, D. Professional-Technical Education, E. Professional-Other Education, F. Part-time Secondary Education, G. Part-time Higher Education Completion, H. Health, I. Family, J. Leisure, K. Citizen Role, L. Underserviced Populations.)

CATEGORY A. LITERACY

5. Type of organisation with which the case programme is associated (such as Ministry of Agriculture, local school, labor union, university or clinic).

NON-GOVERNMENT ORGANIZATION (NGO), DEVELOPMENT AND DEVELOPMENT EDUCATION

6. Basic characteristics of service area:

A. Geographic size: international, especially areas in the Caribbean, Africa and India.

B. Population: international (although specific programmes would be in the hundreds, small scale).

C. Programmes would include especially rural areas, but including urban areas as well.

LITERACY AND DEVELOPMENT

Case Study of

World Literacy of Canada

Introduction

Since 1955, World Literacy of Canada, with its headquarters in Toronto, has been involved in supporting the literacy and development work of indigenous, non-government organizations in developing nations, notably in the Caribbean, Africa and India. Primarily it has been supportive of programmes intended to assist the poorest sectors of society, especially in rural areas. Other than its own development education projects in Canada, WLC does not have any programmes overseas but links-up with, and supports local agencies in various countries, to undertake educational programmes relevant to the needs of local people, men and women.

It's work, and that of its counterpart agencies in other countries, is based on the belief that only local people, through local organizations, can best identify their needs and issues, and deal with these through self-help initiative programs, utilizing available local resources. With this philosophy and approach, WLC has, over the years, been able to encourage innovativeness in linking literacy to economic, social, and personal development.

Evolution/History

In its earliest years, the impetus to help others had a moral, religious base. Four Canadians, members of an international religious organization, were inspired initially by the work of an American, Dr. Frank Laubach, noted for his "Each One Teach One" method for teaching adults to read and write. When he came to

Toronto in early 1955 he urged the Canadian group to find a way in which they could support literacy work in the Third World.

Later in 1955, the Canadian Camps Farthest Out group invited Mrs. Welthy Honsinger Fisher as its guest speaker. This American woman had begun her literacy work in India four years previously, at the age of seventy-two, having been urged by Mahatma Gandhi to dedicate herself to assist villagers in India to develop. Laubach sparked the urge to serve, and sparked in the Canadian group an interest in the Third World. Welthy Fisher now provided a specific programme that they could support, in India. For the following twelve years, WLC's only project was that of Literacy House in India, founded by Fisher. Even to this day, WLC continues to support programmes of many agencies in India.

Educational programmes for adults are, or at least should be, based on current needs, which in turn reflect the social, economic and political context of the times. Especially by the early 1970's, members of the Board of Directors of WLC began to change in its composition, and included persons with Third World development experiences. This in turn caused members to reflect on the motive and process of the work of WLC. This re-examination of the meaning of development was parallel to changes that were taking place at the international level. "Development" was seen less exclusively in physical and economic terms, based on a technological Western model, but increasingly began to reflect the social aspect of development, now focusing on what people needed to learn in order to bring about individual and societal changes. Education, including literacy, became increasingly important, even crucial, in meeting

the challenges of poverty, urbanization, food production, population education, and citizenship being faced by new nations.

For WLC, the principle of partnership and the participation of local people became even more important. Just as the view of 'development' changed, so did the interpretation of 'literacy'. Literacy needed to be functional, from the point of view of the adult learner. Literacy needed to be useful in the daily lives of people. Examples of programmes which reflected these beliefs are given in the section on Influences/Outcomes.

Increasingly, the programmes supported by WLC came to be seen in light of what is known about learning theory, including the belief that people, as learners, are committed most to programmes that are seen to be relevant, and those in which they have been involved in planning. Within the broader meaning of non-formal education, the work of WLC, and the rationale for its being, saw literacy as part of a larger process of development and communications. The history of WLC reflects changes in philosophy, an increasing feeling of 'worldliness' which in turn were reflected in the programmes which it supports, at any given point in time. Perhaps one key to WLC's success is its intention to remain a small organization.

Process

Process is an important part of learning and teaching. WLC also values the process of its work, that is, the way in which things happen, quite apart from the outcomes of the educational programmes that it supports. The following criteria which WLC uses in selecting projects, and the agencies with which it works, reflects the concern

for both process and outcome.

- Priority will be given to projects involving community based rural and/or urban development.
- Special consideration will be given to projects which involve women in the development and implementation of the project.
- The target population should be those from the poor strata of society.
- All projects funded must be adult, non-formal, basic education programs, primarily those with a significant literacy component.
- There must be clear evidence that the program is meeting (or will meet) the needs and interests of the recipient population.
- There must be some economic benefit (direct or indirect) for the participants resulting from the program.

When WLC receives a request proposal from some agency in a developing nation, it looks for evidence that in the stages of Planning the programme, the agency, through its staff and volunteer workers, has undertaken a reasonable needs assessment and context analysis and that these are reflected in the programme being proposed. Programme goals are to reflect both short term accomplishments, but also long-term outcomes.

The methods for achieving the goals also need to be appropriate and a variety of methods are encouraged. The suitability of materials to be used in the learning-teaching process is also deemed to be very important. The materials need to reflect the functionality of what is being learned, based on the initial needs assessment.

Agency proposals are also expected to show that there is a genuine concern for improvement/evaluation. One asks, how has evaluation been built into the overall programme in order that the teaching, the materials being used, the administration and use of resources,

the future planning of programmes, and all aspects of the programme can become more effective.

A key concept that permeates all the above components is that of participation. The agency must be responsive to learners, that is, to all persons who are involved in any way with the programme. People within the agency, and the men and women that it wishes to work with and serve must participate in the process, including the planning and evaluation. Proposed projects are expected to include such components as programme development and implementation, training, evaluation and follow-up.

Given the above criteria, WLC has, over the years, supported a great variety of educational programmes, all with a literacy and development component to them. Examples would include: a women's training programme in Chile; a participatory and training programme in India; a non-formal education programme for working mothers in Sri Lanka; a college arts and crafts programme in Jamaica; a literacy and crafts training programme undertaken by the St. Vincent Union of Teachers in the Caribbean. In India, WLC has supported a rural college which set aside 10% of its agricultural lands for demonstration/ educational purposes, and which contributed money from the sale of its crops back into literacy and development programs; and a literacy programme for a group of women who started a business of their own, making nutritious biscuits for pre-school childrens' programmes. The women contributed a percentage of the profits from their business back into educational programmes for themselves and for others. Many more examples of innovative programmes could be given.

An organization that expounds certain principles should in turn

practice these principles. Within the make-up of its own staff and volunteers, WLC attempts to involve others in all aspects of the process of its own operations.

Inputs

Innovative programmes require a great variety of in-puts, both human and material. Again, WLC's in-put is based on a number of beliefs and principles, one of which is to utilize as effectively as possible, the local and external resources available. WLC understands the importance of pilot, exploratory projects, and therefore is open to supporting projects of indigenous agencies up to 3-4 years, but seldom longer. Thus one of its principles is not to encourage dependency relationships between WLC and the local agency.

Since overseas programmes are based on local needs, the first priority in dealing with these needs is to use whatever local resources are available. What human expertise and skills are required and available? What locally produced materials are available, or can, with encouragement, be made available? WLC is aware that many support materials and resources are required in order to implement educational programmes. For instance, in order to implement a functional literacy programme, wall charts, kerosine lamps, chalk, slates, lamp oil, note pads, floor mats, etc. are likely to be required. Realistically then, an agency such as WLC must be open to financially providing these support materials. Wherever possible, partner-agencies with WLC are encouraged to use whatever local resources are available. In some cases, teaching people skills for the production

of such materials can be built into the literacy programme itself.

It is also realized that local staff, such as literacy teachers, need to be trained and in-service continuing education programmes are required. Without these, development programmes become less effective, and the local people less than adequately served. This means that WLC is open to supporting such training programmes for staff or volunteer members of the agencies, in addition to supporting training programmes for the local people themselves.

Over the past ten years, for instance, WLC has initiated in India three training programmes for local agency members, in which WLC staff and board members participated. Topics covered at these 2-3 day workshops have included discussions on building in evaluation into local programmes and the meaning, place and purpose of evaluation; the use and training of local volunteers; supervisory skills required to implement effective literacy programmes; writing proposals to seek local government and other funding for non-formal education programmes; and ways to develop local learning materials, especially involving local adult learners, student participants. At these meetings, the local agency administrators and planners were able to discuss with WLC staff and board members ways in which they themselves could work more effectively together, especially at the distance which separates Canada and India.

WLC has never seen itself exclusively as a funding agency, but as a supporting, facilitating and resource agency. Local developmental agencies are expected to find other sources of resources and funds, in addition to what is requested and received from WLC. The total programme budget is expected to illustrate this. On the other hand,

WLC is also open to accepting in-kind contributions, locally, to the educational programme.

Questions of dependency, the effective use of resources, low administrative costs, and local initiative also applies to the operations of the WLC office in Canada. WLC is fortunate in receiving matching grants for the funds it raises from CIDA (the Canadian International Development Agency) which represents the federal government of Canada. CIDA has always been supportive and appreciative of the work of WLC. Other financial in-puts for WLC include memberships, funds from special events such as book sales in Canada, provinicial government grants for specific overseas projects such as the young farmers programme in India, and increasing attempts to broaden its source of funding from industries and foundations.

Influences/Outcomes

The outcomes from developmental programmes are not easily or definitively assessed, because of their qualitative nature. One might be able to assess the actual newly acquired reading and writing skills of learners. But it is less easy to assess the improvement in ones self concept, in self understanding, in the development of communication skills, including those of listening, or the changing aspirations of individuals and communities. The programmes supported by WLC are intended to develop leaders and encourage cooperation between individuals and groups. Like the process of learning itself, the development of these and other skills and attitudes takes time, time to understand, reflect upon, and practice.

With developmental programmes, one must also distinguish between the intended and unintended outcomes of such programmes. The outcomes and benefits, actually or potentially, are likely to touch each and every person associated with the programme, including the professional staff, agency volunteers, and adult students. An educational programme makes no distinctions between all of these persons as learners. Because of their involvement with the programme, each should benefit, grow and further understand themselves and others. This thought should apply to WLC activities in Canada as well as its partner-agencies in various countries.

WLC especially wishes to be seen by its overseas partners and its supporters as a catalyst agency that facilitates individual and community change. As for the staff and volunteers of the overseas agencies, WLC wishes to develop a further awareness of the professional nature of their various tasks, within the broader field of adult education. This would include, among other things, skills to refine programme goals as well as skills to evaluate and anticipate programme outcomes. Through its own policies, through the criteria it develops to select overseas programmes, through the programmes which it initiates and cooperatively implements such as the training workshops in India, and its attempts to provide resources for those in most need, WLC itself is growing as an effective, developmental agency.

One can speak of the overseas outcomes of WLC's work. The programmes and outcomes of its work in Canada must also be addressed. WLC and CIDA, and others, understand that the extent to which it receives support from the public at large will be directly dependent upon

the understanding and attitudes that the public have of international issues. Hence, WLC is very much involved with development educational programmes intended to inform and involve the Canadian public. For instance, WLC has developed information materials on literacy as a national and international issue for use in the secondary schools in Canada; folk theater plays which focus on the reality of individuals being illiterate; radio public affairs programmes on literacy and some of the overseas programmes supported by WLC; presenting policy statements to government; promotional materials for the public and potential funders; the regular production of a Newsletter for its members and other interested parties; and having people associated with WLC's overseas projects speak at its annual meetings and other special functions.

The outcome for individual staff and volunteer members of WLC are also important to recognize. For instance, before the governing board of directors of WLC can formulate policies, or develop criteria for selecting overseas projects or approving a development education project in Canada, its members must first become aware of: literacy work at the international level; developmental programme policies of governments within the countries that it works; and the linkages between poverty, food production, literacy and modernization. These involve the understanding of facts but also the development of attitudes and a philosophy.

Because of its years of international experience, working in the field of adult literacy and development, members of the board of directors of WLC became sensitized to the implications of adult illiteracy in Canada. This led WLC to undertake the first extensive

study of adult basic education in Canada, published in 1976, and released at the first national conference on adult basic education, organized primarily by WLC. Out of its 1977 annual conference, held in Ottawa, came the Movement for Canadian Literacy.

Conclusion

WLC recognizes the complexity of its work in Canada and overseas, and the connection between the two. In fact, whether the local programmes occur within Canada or some remote village in Africa, or anywhere, it must be seen within a larger regional and international context. Since human conditions are derived from a multitude of local, regional and international forces, the improvement of these conditions needs to acknowledge the same perspective. One must understand the historical and current societal influences that affect stability and change through the functioning and outcomes of developmental, literacy programmes. Government policies, economic status, social traditions, and power structures can and do influence the local programmes supported by WLC.

Literacy education is part of the larger goal of communications, just as development surpasses the boundaries of local communities. Literacy and development together hold the prospect of new beginnings for those that have traditionally been deprived. What is important is to see the relationships between these two, between individual and national development. Among other things, what seems to make WLC's work effective is its application of some very basic principles which are expounded within the field of adult education, including a belief in and the respect for ownership of

programmes for those involved in them, and a participatory approach to planning, implementing and evaluating programmes.

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A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.